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Illinois State Normal **UNIVERSITY BULLETIN.**



1945

SUMMER SESSION



Illinois State Normal University Bulletin

Forty-sixth Annual
SUMMER SESSION
1945

Intersession
June 9 - June 29

Regular Session
July 2 - August 24

Published Bi-monthly by the
ILLINOIS STATE NORMAL UNIVERSITY
NORMAL, ILLINOIS

Entered as second class matter at the post office at Normal, Illinois, under the Act of Congress of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917

[Printed by authority of the State of Illinois]

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IN THE AIR VIEW . . . (Inside front cover)

1. University Farm, 2. UHS Recreation Field, 3. Smith Hall, 4. McCormick Athletic Field, 5. McCormick Gymnasium, 6. Rambo Home Management Houses, 7. Fell Hall, 8. University Greenhouse, 9. Cook Hall, 10. Mechanic Arts Unit, 11. Heating Plant, 12. Industrial Arts Building, 13. Old Main, 14. North Hall, 15. Felmley Hall of Science, 16. Science Greenhouse, 17. Metcalf Building, 18. Milner Library, 19. Outdoor Amphitheater.

UNIVERSITY CALENDAR

1945-1946

Interession, 1945

Three Weeks

Saturday, June 9—Registration 8:00-12:00 a.m.
Monday, June 11—Classwork begins.
Monday-Friday, June 25-29—Athletic Coaching Clinic.
Friday, June 29—Final Examinations.
Friday, June 29—Interession ends.

Regular Session, 1945

Eight Weeks

Monday, July 2—Registration for University and University High School
Monday, July 2—Classwork begins in Metcalf Elementary School.
Tuesday, July 3—Classwork begins in University and University High School.
Wednesday, July 4—Independence Day Holiday.
Monday-Friday, July 9-13—Parent-Teacher Association Clinic.
Tuesday-Thursday, July 17-19—Educational Conference and Exhibit.
Monday-Friday, July 16-20—Basic Reading Clinic.
Monday-Friday, July 23-27—Advanced Reading Clinic.
Monday-Friday, July 30-August 3—Rural Clinic.
Wednesday, August 8—ISNU Summer Show, 7:30 p.m.
Thursday-Friday, August 23-24—Final Examinations.
Friday, August 24—Regular Session ends. Summer Commencement, 3:30 p.m.

Regular Year, 1945

Registration Week

Monday, September 10—Opening of University Elementary School, the University High School, and Off-Campus Affiliated Schools, at which time University student teachers report for duty.
Monday, September 10—Faculty Meeting, 3:00 p.m.
Monday, September 10—Counselor's Meeting, 4:30. p.m.
Tuesday, September 11—Freshmen report as directed, 9:30 a.m. Every entering Freshman must be present from September 11 through 14 to complete registration and meet other requirements.
Friday, September 14—Registration for former Freshmen and Upperclassmen.
Monday, September 17—All University classwork begins. Registration for late afternoon, evening, and Saturday classes at 7:00 p.m.

STATE OF ILLINOIS

DWIGHT H. GREEN

Governor

DEPARTMENT OF REGISTRATION AND EDUCATION

THE TEACHERS COLLEGE BOARD

Ex-Officio Members

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Chairman

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Superintendent of Public Instruction (Springfield)
Secretary

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1937-1943

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MISS HARRIET McINTIRE Mendota

1939-1945

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MRS. HELEN ROSE PEGELOW Mattoon

1941-1947

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MR. LINDELL W. STURGIS Metropolis

1943-1949

MR. RICHARD F. DUNN Normal
MR. ELMER P. HITTER, Coordinator Springfield

*Resigned

Under the provisions of the Civil Administrative Code the Illinois State Normal University is governed by a board consisting of eleven members known as the Teachers College Board. The Director of Registration and Education is ex-officio chairman of the Teachers College Board and the State Superintendent of Public Instruction is ex-officio its secretary. Nine other members are appointed by the governor for terms of six years. This board is the governing body for the five state teachers colleges of Illinois.

OFFICES OF ADMINISTRATION

Office of the President

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LESLIE A. HOLMES, Ph.D. Administrative Assistant to the President
DOROTHY W. KING Secretary to the President

Office of the University Dean

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ARTHUR H. LARSEN, Ph.D. Assistant Dean
LOTTIE V. BOUNDY, B.Ed. Assistant to the Dean
VIRGINIA D. CHILDRESS, B.Ed. Secretary to the Dean

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ANNA L. KEATON, Ph.D. Dean
EDNA B. SLUDER Secretary to the Dean of Women

Office of the Dean of Men

RAPLH H. LINKINS, A.M. Dean
HELEN McCLERNON, B.Ed. Secretary to the Dean of Men

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..... Director of the Bureau of Appointments
LORENE A. MEEKER Secretary to the Director of the Training Schools
..... Assistant Director of the Bureau of Appointments
SARAH FOX Secretary to the Director of the Training Schools

Office of the Registrar and Recorder

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JANE BUG, B.S. in Ed. Assistant to the Registrar
ELBA ZANNI Secretary to the Registrar
PERNE M. MELROSE, B.Ed. Recorder

Office of University Health Service

RACHEL M. COOPER, M.D. Director of University Health Service
GYNETH WEBER, R.N. University Nurse
ANNA F. STAKER Office Assistant

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..... Director of Publicity
WILHELMINA S. RICH Secretary to the Director of Publicity
JANET M. DOHMANN, B.Ed. Alumni Secretary

Business Office

PRESTON M. ENSIGN, B.Ed. Business Manager
RUTH V. CLEM, B.S. in Ed. University Accountant
GLORIA PIAZZI, B.S. in Ed. Secretary to the Business Manager
ELEANOR CRONE Assistant in the Business Office
PERNE A. ROSEMAN Cashier
HELEN RUSSELL Mimeograph Operator

ADMINISTRATIVE STAFF

RAYMOND WILBER FAIRCHILD, A.B., A.M., Ph.D., LL.D., (1933)*	President of the University
LESLIE A. HOLMES, B.S., M.S., Ph.D., (1936)	Administrative Assistant to the President
CHRIS A. DE YOUNG, A.B., M.A., Ph.D., (1934)	Associate Professor of Geography Dean of the University Director of the Summer Session Professor of Education
ARTHUR HOFF LARSEN, B.Ed., Ph.M., Ph.D., (1935)	Assistant Dean of the University Acting Head of the Department of Education and Psychology Associate Professor of Education
ANNA LUCILE KEATON, A.B., A.M., Ph.D., (1937)	Dean of Women Associate Professor of English
RALPH HARLAN LINKINS, A.B., A.M., (1917)	Dean of Men Associate Professor of Biological Science
JOHN WESLEY CARRINGTON, B.S., A.M., Ph.D., (1933)	Director of the Training Schools Director of the Bureau of Appointments Professor of Education
FLOYD TOMPKINS GOODIER, A.B., A.M., (1935)	Director of Integration Associate Professor of Education
ELSIE BRENNEMAN, B.Ed., M.A., (1927)	Director of Admissions and Registrar Assistant Professor of Education

STAFF OF INSTRUCTION

HOWARD WILLIAM ADAMS, B.S., S.M., (1909)	Professor of Physical Science Head of the Department of Physical Science
HARRY FRANKLIN ADMIRE, B.Ed., A.M., (1923)	Assistant Professor of Business Education
MABEL CLARE ALLEN, A.B., M.A., (1929)	Assistant Professor of Speech
MARY SUSAN ARNOLD, A.B., B.Ed., A.M., (1939)	Instructor and Supervising Teacher in the Third Grade
DOUGLAS R. BEY, B.A., A.M., (1944)	Assistant Professor of Mathematics
WILLIAM ANDREW LAWRENCE BEYER, A.B., A.M., (1909)	Professor of Social Science Head of the Department of Social Science
KARL BLEYL, B.S., M.A., Ph.D., (1943)	Assistant Professor of Biological Science
BLAINE BOICOURT, B. Mus. Ed., M.A., (1926)	Assistant Professor of Music
DOROTHY GARRETT BRUNK, B.Ed., M.A., (1925)	Assistant Professor of Social Science
ROSE BURGESS BUEHLER, B.Ed., A.M., (1930)	Assistant Professor and Supervising Teacher in the First Grade
MARY ELIZABETH BUELL, Ph.B., M.A., (1926)	Assistant Professor of Home Economics
ETHEL M. BURRIS, Ph.B., A.M., (1936)	Assistant Professor of Education
HUBERTA CLEMANS, A.B., M.A., (1936)	Assistant Professor and Supervising Teacher in the Sixth Grade
JOSEPH T. COGDAL, A.B., A.M., (1927)	Associate Professor of Health and Physical Education
RUTH L. COLE, B.Ed., M.Ed., (1944)	Instructor and Supervising Teacher in the Second Grade
MARGUERITE REGINA CONNELL, B.Ed., M.A., Ed.D., (1928)	Assistant Professor of Foreign Languages
BERNICE COOPER, B.S., M.A., (1944)	Assistant Professor of Health and Physical Education
MARGARET COOPER, B.A., M.A., Ed.D., (1932)	Professor of Education Director of the Division of Elementary Education
RACHEL MERRILL COOPER, M.D., (1928)	Director of University Health Service
MABEL PERCIE CROMPTON, B.Ed., S.M., (1924)	Assistant Professor of Geography
CLARENCE LE ROY CROSS, B.S., M.S., (1925)	Associate Professor of Physical Science
ALTA JOSEPHINE DAY, B.A., M.A., (1928)	Assistant Professor of Business Education
B. ELIZABETH DEAN, A.B., M.S., (1934)	Assistant Professor of Biological Science
CHARLES ERNEST DECKER, A.B., M.A., Ed.D., (1925)	Professor of Education Director of the Division of Secondary Education
WILLIAM I. DE WEES, B.S., M.A., Ed.D., (1937)	Assistant Professor of Agriculture
CLAUDE M. DILLINGER, B.S., A.M., Ph. D., (1944)	Assistant Professor of Psychology

*—Figures in parentheses indicate year of first employment in this University.

MARGERY ALICE ELLIS, Ph.B., A.M., (1927) Assistant Professor of Foreign Languages
 ROBERT SCOTT ELLWOOD, B.S., M.A., Ed.D., (1932) Assistant Professor of the Teaching of Social Science
 HOWARD I. FIELDING, A.B., Ph.D., (1944) Associate Professor of English
 ELINOR BERTHA FLAGG, B.S., M.S., (1925) Assistant Professor of Mathematics
 HENRIETTA C. FLECK, B.S., M.S., Ph.D., (1944) Professor of Home Economics
 Director of the Division of Home Economics Education
 Head of the Home Economics Department
 THELMA GLADYS FORCE, B.S., M.A., (1932) Assistant Professor of Education
 BERNICE GERTRUDE FREY, B.A., A.M., (1930) Assistant Professor of Health and Physical Education
 ARLEY F. GILLET, B.Ed., M.A., (1944) Instructor in Health and Physical Education
 F. RUSSELL GLASENER, B.A., M.A., Ph.D., (1935) Associate Professor of Social Science
 RALPH URBAN GOODING, B.S., Ph.D., (1931) Associate Professor of Physical Science
 LINDER W. HACKER, B.Ed., M.A., (1925) Associate Professor of Education
 CHESTER MALCOLM HAMMERLUND, B.S., M.S., (1929) Assistant Professor of Industrial Arts
 HOWARD J. HANCOCK, B.S., M.S., (1931) Associate Professor of Health and Physical Education
 Director of Athletics
 CHARLES ATHIEL HARPER, B.S., M.S., (1923) Associate Professor of Social Science
 STELLA VAN PETTEN HENDERSON, B.Ed., A.M., Ed.D., (1933) Associate Professor of Education
 RUTH HENLINE, A.B., B.Ed., M.A., (1926) Assistant Professor of English
 DOROTHY HINMAN, B.A., M.A., (1925) Assistant Professor of English
 F. LINCOLN D. HOLMES, A.B., A.M., Ph.D., (1935) Professor of Speech
 Director of the Division of Speech Education
 Head of the Department of Speech
 LOUIS HOOVER, B.S., M.A., Ed.D., (1944) Professor of Art
 Director of the Division of Art Education
 Head of the Art Department
 CLIFFORD EMORY HORTON, B.P.E., A.M., Ed.D., (1923) Professor of Health and Physical Education
 Director of the Division of Health and Physical Education
 Head of the Department of Health and Physical Education for Men
 VICTOR M. HOUSTON, B.S., A.M., Ed.D., (1936) Professor of Education
 Principal of the University High School
 LESLIE M. ISTED, B.M.E., A.M., (1940) Assistant Professor of Music
 HOWARD J. IVENS, A.B., M.A., (1934) Assistant Professor of Physical Science
 JOHN A. KINNEMAN, A.B., A.M., Ph.D., (1927) Associate Professor of Social Science
 EMMA R. KNUDSON, B.M., B.S. in Ed., M.S. in Ed., (1934) Associate Professor of Music
 Acting Director of the Division of Music Education
 Acting Head of the Music Department
 HAROLD F. KOEPKE, B.Ed., M.A., Ph.D., (1934) Assistant Professor of Business Education
 ERNEST M. R. LAMKEY, A.B., A.M., Ph.D., (1927) Professor of Biological Science
 Head of the Department of Biological Science
 THOMAS JESSE LANCASTER, B.Ed., A.M., (1919) Associate Professor of Education
 HARRY OWEN LATHROP, B.Ed., S.M., Ph.D., (1933) Professor of Geography
 Head of the Department of Geography
 LAVERN E. LAUBAUGH, B.S., M.A., (1937) Assistant Professor of Agriculture
 WILLIAM R. LUECK, B.A., M.S., Ph.D., (1936) Assistant Professor of the Teaching of Mathematics
 BLANCHE MC AVOY, B.A., A.M., Ph.D., (1926) Associate Professor of the Teaching of Biological Science
 ELIZABETH MC CAIN, B.S., M.A. Visiting Instructor in the Reading Clinics
 (Supervisor, Public Schools, Memphis, Tennessee)
 CLYDE T. MC CORMICK, A.B., A.M., Ph.D., (1944) Associate Professor of Mathematics
 NEVA MC DAVITT, B.Ed., A.M., (1929) Assistant Professor of Geography
 CONSTANTINE FRITHIOF MALMBERG, A.B., Ph.D., (1928) Associate Professor of Psychology
 HELEN E. MARSHALL, A.B., M.A., Ph.D., (1935) Associate Professor of Social Science
 STANLEY S. MARZOLF, A.B., M.A., Ph.D., (1937) Associate Professor of Psychology

LEE WALLACE MILLER, B.A., M.S., Ph.D., (1935)	Associate Professor of Biological Science
CLIFFORD WALTER MOORE, B.Ed., M.A., (1928)	Assistant Professor of Social Science
THELMA NELSON, B.A., M.A., (1931)	Assistant Professor of English
BURTON L. O'CONNOR, B.A., M.A., (1937)	Assistant Professor of the Teaching of Health and Physical Education
	Director of University High School Athletics
ALICE ROXANNE OGLE, A.B., M.A., (1932)	Assistant Professor of Art
GERDA OKERLUND, A.B., A.M., Ph.D., (1931)	Associate Professor of English
CLARENCE ORR, A.B., A.M., (1929)	Director of Extension Associate Professor of Social Science
MARY ROUGHLY PARKER, B.S.A., M.A., (1942)	Instructor in Art
ROSE ETOILE PARKER, A.B., A.M., Ph.D., (1931)	Professor of Education
	Director of the Division of Special Education
HARLAN W. PEITHMAN, A.B., B.M.E., M.S. in Ed., Ed.D., (1937)	Assistant Professor of Music
MARGARET KATHERINE PETERS, B.S., M.S., (1930)	Assistant Professor of Business Education
LLOYD O. POLAND, A.B., M.A., Ph.D., (1944)	Assistant Professor of Physical Science
LAURA HAYES PRICER, B.S., Ph.M., (1911)	Associate Professor of English
AGNES FRASER RICE, Ph.B., M.A., (1927)	Associate Professor of Education
T. E. RINE, B.Ed., M.S., (1941)	Assistant Professor of the Teaching of Mathematics
JOSEPHINE ROSS, B.S., M.A., (1926)	Assistant Professor of Home Economics
BERTHA MAY ROYCE, B.S., M.A., Ph.D., (1925)	Associate Professor of Biological Science
ELIZABETH RUSSELL, A.B., M.A., (1935)	Assistant Professor and Supervising Teacher in the Fourth Grade
LAURA SCHROEDER, B.Ed., M.A., (1943)	Instructor in Special Education
GRACE REBECCA SHEA, R.N., B.S., M.A., (1927)	Instructor and University Nurse
WAYNE F. SHERRARD, B.F.A. in Ed., M.M. in Ed., (1938)	Assistant Professor of Music
LEON SHELDON SMITH, A.B., A.M., (1925)	Assistant Professor of Physical Science
FRED S. SORRENSEN, A.B., B.E., M.E., Ph.D., (1920)	Associate Professor of Speech
EUNICE H. SPEER, B.S., B.S. in L.S., M.S., (1944)	Assistant Professor of Library Science
ETHEL G. STEIN, B.Ed., M.A., (1944)	Instructor and Supervising Teacher in the Seventh Grade
ETHEL GERTRUDE STEPHENS, A.B., M.A., (1919)	Assistant Professor of the Teaching of Social Science
RAY M. STOMBAUGH, B.S., M.A., Ph.D., (1935)	Professor of Industrial Arts
	Director of the Division of Industrial Arts Education
	Head of the Department of Industrial Arts
RUTH STROUD, B.S., M.S., (1930)	Assistant Professor of the Teaching of English
LUCY LUCILE TASHER, Ph.B., J.D., A.M., Ph.D., (1935)	Associate Professor of Social Science
FLORENCE EVELYN TEAGER, B.A. M.A., Ph.D., (1931)	Associate Professor of English
CHRISTINE AUGUSTA THOENE, A.B., M.A., (1918)	Assistant Professor and Supervising Teacher in the Fifth Grade
DALE B. VETTER, A.B., M.A., (1941)	Assistant Professor of the Teaching of English
ESTHER VINSON, A.B., B.S., A.M., (1926)	Associate Professor of English
NELL BLYTHE WALDRON, B.A., M.A., Ph.D., (1934)	Associate Professor of Social Science
MAE CLARK WARREN, B.S., M.S., (1936)	Assistant Professor of Home Economics
MARY DOROTHY WEBB, B.A., M.A., (1930)	Assistant Professor of the Teaching of Business Education
MARGARET MARY WESTHOFF, B.Ed., M.S., (1933)	Instructor in Music
JENNIE ALMA WHITTEN, A.B., A.M., Ph.D., (1919)	Professor of Foreign Languages
ARTHUR ROWLAND WILLIAMS, A.B., A.M., (1914)	Associate Professor of Business Education
	Director of the Division of Business Education
	Head of the Department of Business Education
BERNALILLO WILLIAMS, B.Ed., M.A., (1944)	Instructor in the Teaching of English
LELA WINEGARNER, B.Ed., A.M., (1933)	Instructor in the Teaching of English
RUTH V. YATES, B.A., M.A., (1935)	Assistant Professor of Speech
JESSE EMMERT YOUNG, A.B., M.S., Ph.D., (1939)	Assistant Professor of Biological Science
ORVILLE L. YOUNG, B.S., M.S., (1939)	Assistant Professor of Agriculture

LIBRARY STAFF

ELEANOR WEIR WELCH, A.B., M.S., (1929)	Associate Professor and Head Librarian
LUCILE ZEDA CROSBY, A.B., B.L.S., M.S. in L.S., (1940)	Assistant Librarian
CLARA LOUISE GUTHRIE, A.B., B.S., M.S., (1932)	Instructor and Assistant Librarian
EDNA IRENE KELLEY, B.Ed., (1913)	Assistant Librarian
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GERTRUDE ANDREWS PLOTNICKY, (1913)	Assistant Librarian
GENEVIEVE ANNA POHLE, A.B., M.A., (1923)	Assistant Librarian
RUTH ZIMMERMAN, B.S., M.A., (1935)	Assistant Professor and Assistant Librarian

ILLINOIS SOLDIERS' AND SAILORS' CHILDREN'S SCHOOL

JOHN L. REUSSER, B.A., M.A., in Ed., Ph.D., (1944)	Assistant Professor of Education Principal of Illinois Soldiers' and Sailors' Children's School
MAY GOODWIN, B.Ed., A.M., (1920)	Instructor and Supervising Teacher in Junior High School Assistant Principal
GRACE FULLER ANDERSON, B.Ed., (1920)	Instructor and Supervising Teacher in the Second Grade
GLADYS BAIRD, B.S., M.S., (1944)	Instructor and Supervising Teacher in Home Economics
VEDA BOLT BAUER, B.Ed., A.M., (1923)	Instructor and Supervising Teacher in Junior High School
CARL WESLEY GAMER, Ph.B., M.A., Ph.D., (1942)	Director of Religious Education
ROLAND A. GLEISNER, A.B., M.A., (1942)	Instructor and Supervising Teacher in Junior High School
ROLLAND OTIS GRAY, B.Ed., M.S., (1942)	Instructor and Supervisor of Vocational Work
ROY WILLIAM GUTTSCHOW, B.S., (1943)	Instructor and Supervising Teacher in Health and Physical Education
JOHN EDGAR HOUGHTON, B.S., A.M., (1936)	Instructor and Supervisor of Vocational Work
CLARA KEPNER, B.Ed., A.M., (1930)	Instructor and Supervising Teacher in the Fourth Grade
FRED JOHN KNUPPEL, B.Ed., A.M., (1925)	Instructor and Supervising Teacher in Artcrafts
MABLE ANN PUMPHREY, B.S., A.M., (1920)	Instructor and Supervising Teacher in the Fifth Grade
ALICE LOLETA RALSTON, B.S. in Ed., M.A., (1937)	Instructor and Supervising Teacher in the First Grade
JOSEPHINE SHEA, B.Ed., M.A., (1929)	Instructor and Supervising Teacher in the Sixth Grade
ALICE SHEVELAND, B. Ed., M.A. in Ed., (1942)	Instructor and Supervising Teacher in the Third Grade
THALIA JANE TARRANT, B.S., M.A., (1935)	Instructor and Supervising Teacher in the Fifth Grade
BARNEY M. THOMPSON, B.S. in Ed., M. Ed., (1943)	Instructor and Supervising Teacher in Instrumental and Vocal Music Director of Band and Orchestra
GRACE L. TUCKER, B.Ed., (1924)	Instructor and Supervising Teacher in the Kindergarten

GENERAL INFORMATION

Since attractive offerings are now available in the summer sessions of many colleges and universities, persons selecting a school in which to further their education are confronted with the task of evaluating available programs and facilities in terms of their particular needs. Probably never before in the history of the teaching profession in Illinois has as much consideration been given to professional advancement and the validation of lapsed certificates as at the present time. Desire for advancement, competition in securing desirable teaching positions, increasingly higher standards established by many local school systems and by the State Department of Public Instruction, and the desirability of renewing certificates have all combined to cause in-service and former teachers to improve their educational qualifications. The importance of equipping students for the war and postwar activities has not been overlooked.

Illinois State Normal University invites careful consideration of the complete, attractive, and flexible program offered in the 1945 summer session. The summer session includes many features that will be of interest to those looking for practical assistance on all levels of education. The range of course offerings is such that those interested in elementary education will find as much consideration placed upon their needs as to those of persons interested in secondary fields. Rural education also has been given special emphasis.

Location

Illinois State Normal University is located at Normal, which adjoins Bloomington. The two cities, with a combined population of over 40,000, are in reality one community, the north side of Division Street being Normal, and the south side of this same street, Bloomington. Excellent bus service at frequent and regular intervals connects the two cities, the business districts of which are two miles apart.

Numerous main highways that pass through Bloomington-Normal make bus service available and give the community the distinction of being the "hard roads hub of Illinois." The Chicago and Alton, Illinois Central, Big Four, Nickel Plate, and Illinois Terminal Railroad System (electric) all serve to make the cities easily accessible by rail.

Purpose of the Summer Session

The Summer Session program is adapted to various needs of students. The courses are especially designed for:

1. Graduates of high schools who desire to begin work in a teachers college and who may wish to complete their undergraduate work in three years including summer sessions.
2. Present students who desire to adjust any irregularities in their program of work or who wish to shorten their period of training.
3. Present or former students who desire to add or strengthen teaching fields in order to qualify for a greater variety of positions.

4. Former students who now find it possible to continue their education toward bachelor's or master's degrees and who realize the importance of accelerating their program as much as possible.
5. Graduate students beginning their work for a Master of Science in Education degree.
6. Former teachers and teachers in service who desire to earn any required number of hours of credit to renew teachers certificates.
7. Students who are interested in certain war activities.
8. Graduates of liberal arts colleges who are seeking credits in education in order to obtain a certificate to teach.
9. Teachers in service who wish an opportunity to add to their educational equipment to meet expectations of their school systems.
10. Any who desire special courses without regard to credit.

Plan of Organization

Attention is invited to the following type of organization, which we believe will appeal to summer session students:

1. Both undergraduate and graduate work will be offered in the 1945 summer session. Graduate work, inaugurated in 1944, offers a program leading to the granting of the degree of Master of Science in Education. The departments approved for a complete program of graduate work to be offered during the regular school year are Education and Psychology, Biology, English, Geography, and Social Science. Some graduate courses in Foreign Languages have also been approved and are being offered in summer sessions and in late afternoon, evening and Saturday classes in the regular school year.
2. There will be a session of eight weeks, which is an integral part of the work of the entire year, during which time the work of one-half of one semester may be completed. The possibility of completing eight or nine semester hours of credit in eight weeks appeals to many students.
3. Preceding the regular session of eight weeks, an intersession of three weeks is scheduled. The courses of this session will be intensive and will permit a student to carry one course of three semester hours. This plan will make it possible for undergraduate students to earn twelve and graduate students eleven semester hours during the two sessions of the summer.
4. The University reserves the right to cancel any courses in which there is insufficient enrollment to warrant the offering.
5. During the regular summer session, certain courses will be available for units of time less than eight weeks and for amounts of credit comparable to the number of weeks. (See pages 18, 19, 28, 42, 43, 61 describing clinics and workshops.)
6. Classes carrying three semester hours of credit in the regular summer session meet once each day and five days each week. Recreational activities classes carrying one semester hour of credit meet four days a week.
7. The regular student undergraduate load is three courses of three semester hours each. Since this intensive program makes it possible for the student to do nine weeks of work in eight weeks because of more class meetings

each week, permission will not be granted to anyone to carry more than nine semester hours of undergraduate work during the eight weeks except when one semester hour of recreational activities is added.

8. Late registration is discouraged and is permissible only by special arrangement with the Dean and by the payment of an additional fee.

Faculty

The chief factor in satisfactory work available in any college or university is the competence of the faculty in presenting offerings that meet the needs of the students. Such competence is based upon extensive training, successful experience, and evidence of personal growth.

The summer session staff at Illinois State Normal University is selected from the faculty of the regular school year. Ability to present a faculty of recognized professional standing makes possible assurance of a high caliber of course offerings presented by those genuinely interested in teacher education. Of special interest is the fact that each faculty member who teaches graduate courses is required to have a doctor's degree or the equivalent.

Illinois State Normal University ranks with the best colleges and universities in the country in the extensive and varied educational background of its faculty. All regular staff members exceed in educational attainment the minimum requirement of a master's degree and about forty per cent of them possess a doctor's degree. Their background of education has come from a widespread number of the best colleges and universities in the country. Successful teaching experience in public schools is a requirement met by the large number of staff members employed in the past several years. Alertness to new ideas in education is evidenced through attendance at and participation in local, state, and national conferences and associations. Membership in general and special professional organizations, the contribution of articles for various journals, and authorship of professional books and text materials have combined to give the faculty of the University an unusually high rating.

Added to the desirable qualifications just indicated are to be found a genuine interest in students and their problems and a desire and willingness to give generously of time in the effective adaptations of course offerings to individual needs and to the requirements to be met by teachers in their particular areas of education.

Physical Plant

Illinois State Normal University is very fortunate in the number, nature, location, and adaptability of the buildings available for excellent work in teacher education. Thirteen buildings are to be found upon a beautiful campus of sixty acres located very close to Highways 51 and 66. Across these highways may be found the University Farm of ninety-seven acres. Just across the street from the south campus is Smith Hall, a residence for men.

The structures located upon the main campus are Old Main, North Hall, John W. Cook Hall, Industrial Arts Building, Thomas Metcalf Building, Mechanic Arts Building, McCormick Gymnasium, David Felmley Hall of Science,

Milner Library, Jessie E. Rambo Home Management Houses, University Greenhouse, Fell Hall, and Smith Hall. Detailed descriptions of the nature and use of these buildings may be found in the general catalog of the University.

In addition to the above mentioned thirteen buildings, there are located upon the campus thirteen excellent tennis courts, an outdoor stage and amphitheater, and athletic fields for men and women. On the University Farm there are twelve buildings used in all phases of a complete agricultural program.

Admission

High school graduates expecting to teach are eligible to apply for admission. Likewise, all former students or those transferring from other colleges and universities may be admitted under certain qualifications.

Students who are entering for the first time and who have not matriculated in any college will need a transcript of high school credits as a part of their regular application form.

Those entering for the first time by transfer from some other college or university in which they have matriculated will need to present an official transcript, including a statement of good standing from the college last attended if they plan to work toward graduation from Illinois State Normal University. If not, a statement of classification and good standing from the college or university last attended will be sufficient.

To avoid delay and confusion, students should file all such credentials in advance of registration day. Persons failing to clear completely and satisfactorily their relationships with other institutions will not be permitted to continue in residence after July 20.

Aside from a few persons not intending to teach and admitted as special students, only those intending to prepare for the teaching profession should apply for admission to the University. Application forms for admission and detailed information may be obtained by writing to the registrar.

Registration

Registration for the eight weeks will be confined to one day, Monday, July 2, with all classwork beginning on Tuesday, July 3, and continuing through Friday, August 24. School will be held on Saturday, July 7, to meet the requirement of a total of forty school days in the summer session. Registration for the intersession will be held on Saturday forenoon, June 9, with all classwork beginning on Monday, June 11, and continuing through Friday, June 29.

It is highly essential that all students should register on the assigned registration days. On these days class enrollments are completed and registration in certain courses may be closed because of the size of the class. Lesson assignments will be found posted in classrooms, textbooks may be obtained, and all other matters may be cared for preliminary to the opening of actual classwork. All students should report to Capen Auditorium in the Industrial Arts Building on Saturday, June 9, for the intersession, and on Monday, July 2, for the regular session, to obtain directions for registration. The hours of registration are 8:00 a.m. to 12:00 noon for June 9 and 8:00 a.m. to 4:30 p.m. on July 2.

Expenses

The cost of attending the summer session at Illinois State Normal University is very moderate compared with that of many colleges. **School fees and living expenses** will be found exceedingly reasonable.

FEES

Registration fees for those signing the pledge to teach:

For the eight-weeks session	
Four or more semester hours	\$16.25
Three or less semester hours	9.00
For the three-weeks session	9.00
For the one-week clinics, per clinic	3.00

Registration fees for tuition students not signing the pledge to teach:

For the eight-weeks session	
Four or more semester hours	32.50
Three or less semester hours	18.00
For the three-weeks session	18.00

Holders of Military and Lindley scholarships may use them as provided for by existing laws.

Auditors pay the same fees as students taking the work for credit.

A charge of \$2.50 will be made for registration after the announced registration days.

The registration fees for undergraduate students cover all textbooks loaned to students, health service, and the school paper, as well as entertainment and recreational items mentioned later under "Recreation, Entertainments, and Lectures." All fees such as library, typing, laboratory, and special courses at one time listed as separate charges are now included in one fee. All of the State Teachers Colleges of Illinois use the same basic fee. For graduate students, fees cover the same items with the exception of textbooks.

IMPORTANT. Fees are due and payable on each registration day. No one will be permitted to attend classes until all financial obligations to the University have been cared for. Textbooks are not provided until all fees have been paid.

No refunds of fees for the intersession will be made after four p.m. on Friday, June 15, or after four p.m. on Tuesday, July 9, for the regular session.

ROOM AND BOARD

Fell Hall, residence hall for women, attractively decorated and comfortably furnished, provides excellent living conditions at moderate cost for room and board to a limited number of women students.*

* Fell Hall has been reserved for housing the Navy V-12 Unit. It will not be returned to civilian use before September, 1945.

Approximately forty men can be housed in Smith Hall, which was purchased by the State of Illinois in 1941. The accommodations provided and the gardens surrounding the Hall make it an attractive home for men. Men interested in living at Smith Hall may obtain information concerning accommodations and prices by writing R. H. Linkins, Dean of Men.

Aside from these halls, modern rooms in homes in Normal are available at weekly rates generally varying from \$2.00 to \$4.00 a person. The price of board ranges from \$5.50 to \$8.00 a week. Assistance in locating desirable rooming and boarding facilities may be had for women students by writing to Miss Anna L. Keaton, Dean of Women, and for men by writing to R. H. Linkins, Dean of Men.

Employment

Limited opportunities for student employment are available in the summer. Persons interested in possibilities for work should write to the Dean of Women or the Dean of Men.

Student Health

Increased attention is being given by Illinois State Normal University to the health of the students. The registration fee provides hospitalization during the summer session under the following regulations:

1. This service is available only to students who have met all financial obligations in connection with University fees.
2. All hospitalization must be approved by the University physician and is for a total of not more than four days during the regular summer session and two days during the intersession.
3. Included in these provisions are care at a local hospital in a two-bed room with another University student, together with physical diagnosis by a local physician to be selected by the student, and a few other types of services.

Free consultation is available to all students. Detailed regulations are printed in the general catalog. The University Health Service is located in Cook Hall.

Some Attractive Features of the Summer School

The offerings of seventeen departments include numerous courses that are certain to attract the attention of prospective summer session students. Even a sampling of these offerings would represent such a large list of courses that it seems advisable to mention only certain areas of interest covered by the 195 undergraduate and graduate presentations.

In addition to courses which are prerequisite to more advanced courses and those required for graduation, there are many that will appeal to the experienced teacher who needs help in specific areas for immediate use. Other courses will appeal as valuable in enlarging teaching qualifications, some of which as electives will be of informational interest, particularly in the present war emergency.

Education and psychology courses that provide new methods, modern insights into child growth and development, relational considerations for school and community, guidance and special education for exceptional children as well as mental hygiene and testing will appeal to many persons. Numerous teachers will be pleased to see the varied offerings in different phases of children's literature, and others will be attracted to courses designed to strengthen their general background in English. Three new graduate courses in French, Latin, and Spanish literature will appeal to some students.

New interests in geography and the social studies and demands for more information in these fields are met by applicable courses concerned with areas as close as Illinois and as far distant as the remote parts of the world. Work in sociology, economics, and political science finds expression in interesting and appealing course presentations. Science, so much in the forefront of thought today, finds outlets in various health education offerings, home nursing, safety education, and physical as well as biological science courses of a foundational nature. In mathematics, more in demand than ever, are found several valuable courses.

The great interest in aeronautics has not been overlooked, especially where materials and methods for teaching such work are desired. Increased need for teachers to become acquainted with work in speech re-education is met by desirable courses in this type of work.

Prospective teacher librarians will be pleased to find valuable offerings for that relatively new kind of training in a field where there is an increasing demand for qualified persons.

The special fields of home economics, art, music, industrial arts, health and physical education, business education, and agriculture have not been neglected in offerings for either the experienced or prospective teacher. Students interested in music organizations are invited to participate in the band, orchestra and choruses.

Whatever the need in any or all fields of teaching, Illinois State Normal University believes the answer is to be found in the 1945 summer session offerings. Attention is invited to the specific course descriptions to be found in the latter part of this bulletin.

GRADUATE OFFERINGS

The great interest displayed from many quarters in the offering of graduate work by Illinois State Normal University culminated in the authorization of such work by the Teachers College Board beginning with the summer session of 1944. At the present time six departments of the University which have been approved by the Teachers College Board are offering work in the summer session and the regular school year. These departments are Biological Science, Education and Psychology, English, Foreign Language, Geography, and Social Science.

Graduate courses in this bulletin are listed in the departmental offerings and may be identified by course numbers of 300 and above. Additional information, including the qualifications of Illinois State Normal University to offer graduate work based upon very high standards, may be obtained by requesting a special bulletin of the Graduate School.

All graduate students are required to take the Graduate Record Examination before they can be admitted to candidacy for the degree. This examination is administered three times yearly on the fourth Saturday of February, July, and September. These dates fall on February 24, July 28, and September 22 in 1945.

SPECIAL EDUCATION

Illinois State Normal University has been designated by the Teachers College Board as the state teacher-education institution to prepare teachers for exceptional children. Accordingly, the Division of Special Education was established to serve a double purpose: first, to prepare teachers for the increasing number of special rooms throughout the state; and second, to function as a service division to other divisions of the University, offering elective courses in special education needed by all regular classroom teachers and others looking toward administrative and supervisory positions.

The curricula leading to the Degree of Bachelor of Science in Education are designed to prepare teachers of the mentally retarded, of those with defective vision, of the socially maladjusted, and to prepare speech correctionists. When conditions permit, curricula to prepare teachers of the physically handicapped, hard of hearing, and unusually gifted will be offered. At present, some courses in these curricula are already available.

A fifth year of work, as outlined in the Graduate Bulletin, will lead to the degree of Master of Science in Education.

These curricula are particularly worthy of consideration by students who are graduates of one of the two-year curricula formerly offered and who have two or more years of experience in teaching normal children. Teachers who complete their work for the Bachelor's or Master's Degree with a major in special education are in demand.

Anyone desiring additional information should write to the Director of the Division of Special Education.

CLINICS

Five one-week clinics will be available for students interested in Athletic Coaching, Rural Education, Parent-Teacher Associations, Basic Reading, and Advanced Reading. Each clinic will carry one semester hour of credit for the one week of intensive work. Students may register in clinics in addition to not more than one three-hour course in the regular summer session. In addition to the information which follows, course descriptions will be found in the course offerings of Education and Psychology and Health and Physical Education.

Athletic Coaching Clinic

Recognizing the importance of the athletic program in the schools of Illinois and the tremendous drain on coaching personnel for military needs, Illinois State Normal University is offering one week of intensive practice and discussion dealing with the problems confronting the high school coach in football and basketball. The course runs continuously throughout the day from Monday, June 25, through Friday, June 29.

Rural Education Clinic

In order to meet the needs of rural teachers who desire a short intensive course in the community backgrounds and teaching problems of the rural school, a special Rural Education Clinic will be held beginning Monday, July 30, through Friday, August 3. Local staff members will be assisted by authorities in the problems of rural education and rural life.

Parent-Teacher Association Clinic

Illinois State Normal University is fortunate in having the cooperation of the National Congress of Parents and Teachers and also the Illinois Congress of Parents and Teachers in offering again a clinic in parent-teacher work. During the week of Monday, July 9, through Friday, July 13, an opportunity will be provided for students of the 1945 summer session and parent-teacher workers throughout this area to receive complete and practical information concerning this important phase of educational work, now a definite part of nearly every school system. The faculty member in charge of the course will be Dr. Arthur H. Larsen, Assistant Dean of the University, who will be assisted ably by representatives from the National Congress and the Illinois Congress and by members of the faculty of the Illinois State Normal University. The course, which is a relatively new undertaking in granting credit for parent-teacher training in the state of Illinois, will deal in a very practical manner with all phases of the parent-teacher work now generally recognized as valuable for prospective and in-service teachers.

Reading Clinics

In an attempt to meet the needs of teachers in the field who desire information and practical experience concerning the teaching of reading, two special Reading Clinics will be held during the summer session of 1945. The first,

a basic course, will be held during the week of Monday, July 16, through Friday, July 20. Coincidentally during the 1945 summer session the Annual Educational Conference and Exhibit will be held during the week of the basic course in reading. Materials exhibited by publishers and manufacturers of school supplies will be of special interest to those participating in the Reading Clinics. The second, the Advanced Clinic, will be held during the week of Monday, July 23, through Friday, July 27, and will stress remedial procedures in reading. Demonstrations of new and special equipment in connection with the remedial aspects of reading will be part of the presentation.

The special guest instructor, Miss Elizabeth McCain, Supervisor of Reading, Public Schools, Memphis, Tennessee, will be assisted by specialists in the teaching of reading and critic teachers on the staff of Illinois State Normal University. Prerequisite for the Advanced Clinic is the satisfactory completion of work offered in the Basic Clinic or an approved course in reading method.

EDUCATIONAL CONFERENCE

For the past eleven years one of the prominent features of the summer session has been a conference dealing with some aspect of public school education. The dates for the 1945 conference are July 17, 18, and 19, and the general theme is "Three Phases of Public School Education: The Good Elementary School, Emerging Problems in Secondary Education, and Health and Physical Education." Each morning of the conference one phase of the general topic will be discussed in Capen Auditorium by a well qualified speaker. Speakers on the morning program will participate in afternoon open forums dealing with the topic of the morning presentation. Teachers, school administrators, members of parent-teacher associations, school board members, and any other persons interested in public education are cordially invited to any or all of the conference sessions. Special folders giving further details of the conference will be available in June.

EDUCATIONAL EXHIBIT

The second largest Educational Exhibit in the United States will again be a feature of the summer session on July 17, 18, and 19. The purpose of this exhibit is to afford an opportunity for students, administrators, and the public to come in contact with new publications, supplies, and equipment in the teaching field.

In order that school board members and administrators may see the vast array of educational materials now available, the exhibit will be closed Wednesday afternoon, July 18, and open during the evening from 7:00 until 9:30. Teachers, administrators, board members, and parents, regardless of any other contacts with the summer session, are invited to see the exhibit. The exhibit parallels the Educational Conference and will have a close relationship to the theme of the conference mentioned above.

RECREATION, ENTERTAINMENTS, AND LECTURES

Much consideration has been given to provision for an interesting and extensive program of activities for summer session students. The large and beautiful campus with its outdoor stage, recreational facilities, and athletic field invites students to participate in numerous activities. Athletic contests of a regular and special nature are a prominent part of the summer program.

Lake Bloomington to the north of Normal, Miller Park in Bloomington, and Fell Park in Normal, provide opportunities for swimming, boating, and picnics.

The Student Lounge in Old Main is one of the cool spots on the campus, and is much used as a student meeting place for conferences and social hours.

The Women's Lounge in Old Main is a quiet place for study and has cots for resting. The Faculty Women's Club provides an auxiliary summer rest room for student women.

The Young Women's Christian Association has reclaimed the original "White Room," which housed the first college Y.W.C.A. This room is for quiet visiting, meditation, and restful reading.

An Annual University Women's Dinner and a Men's Picnic will be held.

The committee on Entertainments, Lectures, and Concerts, comprised of faculty and students, is again planning a series of entertaining and profitable concerts and lectures throughout the summer session.

A series of Faculty Lectures is again being planned. These lectures occur in Capen Auditorium on Tuesday evenings between the hours of 7:00 p.m. and 8:00 p.m.

In addition to these lectures and concerts, an excellent series of motion pictures will be shown in Capen Auditorium on a weekly schedule throughout the summer session.

The ISNU Summer Show is scheduled for Wednesday, August 8, at 7:30 p.m.

A schedule of the 1945 Summer Session events will be announced later.

Student Teaching

Student teaching during the regular summer session of 1945 will be carried on under practically the same plan as that used in past years. The Metcalf Elementary School, the University High School, and the Illinois Soldiers' and Sailors' Children's School will be in session. There will be opportunities for students who need six semester hours of such work to do student teaching in the afternoon as well as in the forenoon.

Students may be assigned for student teaching during the intersession, June 9 to June 29, 1945, if they need two semester hours in addition to the six semester hours which can be earned in the regular summer session.

To meet a growing interest in religious education, Illinois State Normal University offers a unique opportunity in the operation of a Daily Vacation Church School in one of the buildings of the Normal Public Schools located directly across School Street east of the campus. Opportunity is afforded a number of student teachers to obtain experience in this interesting area of teaching.

No students enrolled during a regular school year who have failed to meet scholastic requirements for student teaching will be allowed to do student teaching in any summer session. This statement means that all students who go on probation at the end of the first semester or lack a "C" average must return for an additional semester of work in order to complete their student teaching requirements. These above regulations apply to all students in the elementary and secondary curricula. (Because of the present emergency, adjustments of these rulings may be made in individual cases.)

Students in the secondary curriculum asking for student teaching in the elementary schools must meet the academic and professional requirements for the elementary curriculum. They will receive the same credit allowance that is given to elementary students, that is, three semester hours of credit for two clock hours of student teaching during the regular year or three semester hours for a half day in the regular summer session.

Since the opportunities for student teaching in the summer term are limited, the applications are given consideration in the following order:

1. Students who have met all the prerequisites and have followed their course in regular progression and who expect to qualify for their degree in that same summer.
2. Students who have fulfilled all the requirements and who need part of their student teaching in order to complete the work in the following summer session.
3. Students who wish to qualify for a teaching certificate.

IMPORTANT. The demand for student teaching is so great that persons desiring such work should correspond with the Director of the Training Schools before March 15, 1945. Student teaching is not available for transfer students until after a designated period of residence work in this University. (See prerequisites for Student Teaching 210 and 215 on page 43).

Placement

The University maintains a Bureau of Appointments to give placement service to schools of a very wide geographical distribution. This service, free to students and alumni of the University, has become increasingly valuable to both school officials and teacher candidates. Excellent organization of this activity and business-like procedures have resulted in a remarkable growth in teacher placement. Alumni and former students are especially invited to correspond with the Bureau of Appointments since there are many calls for persons with teaching experience and higher degrees that cannot be met from the regular campus list of available candidates.

There will be a distinct shortage of teachers for the school year of 1945-46. Many former students and graduates who are not teaching at the present time may be asked to take teaching positions. Such persons should check with their county superintendents to determine whether or not they are qualified for teaching certificates. If such persons are not registered with the Bureau of Appointments, they are invited to do so without charge.

General Requirements

Every summer session student who is working toward graduation from Illinois State Normal University should secure a general catalog if he does not have one. Curricular requirements will be of special interest. The section entitled "Regulations Every Student Should Know" should be read by all such students. A part of this section is given below, since it applies to all summer session students.

SCHOLARSHIP REQUIREMENTS AND MARKING SYSTEM MARKS

The marks with their value in honor points are as follows:

A	(Passing)	3 honor points per semester hour
B	(Passing)	2 honor points per semester hour
C	(Passing)	1 honor point per semester hour
D	(Passing)	0 honor points per semester hour
F	(Failing)	0 honor points per semester hour
I	(Incomplete)	0 honor points per semester hour
*WX, WP, WF	(Withdrawal)	0 honor points per semester hour

A, B, C, and D will be recorded for work which has been given passing credit.
F will be given to:

1. Students who withdraw from a course at any time without official permission.
2. Students who are in a course all semester but who fail to make a passing mark.

* WX—official withdrawal before the quality of work can be determined.
WP—official withdrawal with passing grade.
WF—official withdrawal with failing grade.

Official permission to withdraw from a course or from the school is given only by the Dean of the University. Employed students who wish to make changes in their programs and all students who wish to withdraw from school should first confer with the Dean of Women or the Dean of Men. In case of accident or illness, which would make withdrawal in the regular way impossible, a letter sent to the Dean of the University explaining the situation will be sufficient.

REPETITION OF COURSES

If a student fails to carry a course, he should repeat that course at the earliest opportunity.

Courses may not be repeated more than once unless permission is secured from the Dean of the University. This regulation applies to failures as well as to the repetition of courses for the purpose of raising marks to meet scholarship requirements.

INCOMPLETES

An incomplete will be given to students who are doing passing work but who, because of illness or other justifiable reasons, find it impossible to complete the work by the end of the semester. Incompletes are not given unless the student has been in class to within three weeks of the close of the semester or one week of the close of the summer session and the quality of his work is such that he can complete it through special assignments and examinations. Incompletes should be cleared during the next semester or summer a student is in school and cannot be cleared after one year has elapsed. Incompletes are recorded permanently but the I is circled and the permanent grade, semester hours, and honor points are added when the incomplete is cleared.

HONOR POINTS

Students must have as many honor points as semester hours taken on work done at Illinois State Normal University before student teaching can be assigned to them or before they can be graduated. Incompletes and withdrawals are not counted.

Failures which have not been cleared are considered in the total number of semester hours taken in figuring the honor point requirements. The following case illustrates the counting of honor points:

Course	Mark	Sem. Hrs. Enrolled in	Sem. Hrs. Earned	Sem. Hrs. Counted in Honor Point Requirement	Honor Points Earned
English Composition 111.....	D	3	3	3	0
Contemporary Civilization 111..	A	3	3	3	9
Natural Science Survey 109.....	F	3	0	(3)	0
Recreational Activities 101.....	I	1	0	0	0
		<hr/> 10	<hr/> 6	<hr/> 9	<hr/> 9

On the cumulative basis, the last column must total as much as, or more than, the second last column for student teaching assignments and for graduation.

PROBATION AND DROP SYSTEM

To remain in good standing scholastically, students must meet certain requirements on the cumulative record as well as on the record of each semester or summer session.

On the cumulative record, students with one through 32 semester hours may have nine fewer honor points than semester hours for which they have been enrolled; with 33 through 48 semester hours, six fewer honor points than semester hours; and with 49 through 64 hours, three fewer honor points than semester hours. Students who have 65 or more semester hours must have as many honor points as semester hours for which they have been enrolled, or a C average. Incompletes and withdrawals are not counted.

In addition to meeting the cumulative requirements, students must also earn a minimum of eight semester hours and eight honor points in each semester. For the eight-weeks summer session, the individual requirement is a minimum of three semester hours and six honor points. For the intersession the term requirement is as many honor points as semester hours taken.

Students who fail to meet the requirements as outlined are placed upon probation for the succeeding semester or summer session. Students who are placed upon probation a second time are not permitted to continue their studies until one year has elapsed unless they are reinstated by the Dean of the University. Repeated failures to do satisfactory work may result in permanent exclusion by the Dean of the University.

Courses of Instruction

DEFINITION OF CREDIT. For credit purposes, each course is assigned semester hours value, each semester hour representing the equivalent of one period of prepared class work per week or two periods of unprepared class work per week for one semester. The amount of credit is given in parentheses following each course title.

COURSES OF DIFFERENT LEVELS. The various courses are of three different grades as far as progressive advancement is concerned.

Freshman and Sophomore Courses.—These are the comprehensive introductory courses in the various subjects offered in the freshman or sophomore years. They are numbered 100-199 and are referred to as junior college courses. Only a limited number of freshman and sophomore courses may be counted for graduation when taken by juniors and seniors.

Courses Open to Juniors and Seniors Only.—These are advanced intensive courses and are not open to freshmen and sophomores. They are numbered 200-299 and are referred to as senior college courses. Forty-three semester hours of all work of the junior and senior years must be in these courses.

Courses Open to Graduate Students Only.—These courses are numbered 300-499 and are the only courses which may be applied toward a Master's Degree.

Any course may be cancelled in which the enrollment is not sufficient to warrant the offering of such work.

The place of recitation is indicated on the daily program to be found on pages 31-37.

Rooms on the ground floors or in basements have numbers under 100; first floor rooms in the 100's; second floor rooms in the 200's; third floor rooms in the 300's. This numbering applies to all buildings. The designation of buildings is as follows: M—Main Building; T—Thomas Metcalf Building; I—Industrial Arts Building; C—Cook Hall; G—McCormick Gymnasium; L—Milner Library; S—Felmley Hall of Science; H—Mechanic Arts or Heating Plant; N—North Hall. On the above basis, a room marked on the daily program as "M202" is on the second floor of the Main Building.

INTERSESSION COURSES

For those courses which are also offered in the regular session, descriptions are not repeated, but the pages where the description may be found are indicated.

Agriculture

S237. Agricultural Method—(3)

Mr. DeWees

A practical analysis of the instructional problems involved in the teaching of agriculture in rural schools and in the nonvocational and vocational high schools. Prerequisite: Agriculture 208.

Art

S201. Crafts for Elementary Schools—(3)

Miss Ogle

Designing and making various art products, such as weaving and puppetry, with emphasis upon the sequential development of the craft in relation to the maturity and growth of the child. Consideration of problems related to elementary school needs.

S207. Art For Handicapped Children—(3)

Mr. Hoover

For teachers in special education. Practical use of design, materials, techniques, and methods of teaching, to meet the individual art needs of children in special classes.

Biological Science

S105. Hygiene—(3)

Mr. Bleyl

See page 39.

S219. Natural Science—(3)

Mr. Miller

See page 39.

S422, 423 and 424. Biological Resources—(2-6)

Mr. Miller, Mr. Young,
Mr. Lamkey

The biological resources of the community and state and the possibilities of their further economic development through employment in teaching, civic improvement and in the economic life of the local community. Individual problems are considered in the areas of (a) entomology, (b) plant pathology, and (c) genetics.

Students may select one of the areas to be studied in their relation to biological resources and will receive two semester hours of credit for the area covered. The areas will be designated as 422, 423 and 424.

Business Education

S113. Typewriting—(3)

Miss Webb

See page 41.

Education and Psychology

EDUCATION

S193. Education Workshop—(3)

Mr. Goodier, Miss Burris,
Mr. Harper, Mr. O'Connor

See page 61.

S210. Student Teaching—(2)

See page 43.

S211. American Public Education—(3)

Mr. Lancaster

See page 43.

S224. Extracurricular Activities in Secondary Schools—(3)

Mr. Decker

Survey of the so-called extracurricular activities in secondary schools. Types of activities, aims and values, practices in organization, administration, and supervision of these activities. Prerequisite: Psychology 115.

S293. Education Workshop—(3)

Mr. Goodier, Miss Burris,
Mr. Harper, Mr. O'Connor

See page 61.

S401. Introduction to Research—(3)

Mr. Larsen

See page 45.

S420. Supervision of Instruction—(2)

Mr. Houston

Principles underlying the improvement of instruction. Emphasizes techniques of improving instruction, including faculty meetings, class visitation, intervisitation, supervisory conferences, bulletins, research, testing programs, and directed study. Proposes means of evaluating supervisory practices.

PSYCHOLOGY

S111. General Psychology—(3)

Mr. Dillinger

See page 46.

S234. Mental Hygiene—(3)

Mr. Marzolf

See page 46.

English

S203. Verse For Children—(3)

Miss Hinman

Poetry for use in the elementary grades. Prerequisite: One course in children's literature.

S215. English Literature Since 1900—(3)

Miss Vinson

Major English writers of the twentieth century with attention to contemporary trends in thought and expression.

S401. Development of the English Language—(3)

Mr. Vetter

A study of the historical development of the English language. Attention to Anglo-Saxon, Middle English, foreign influences, and modern trends.

Geography

(INCLUDING GEOLOGY)

S211. Geography of Middle America—(3)

Mr. Holmes

A geographic interpretation of the cultural, commercial, and industrial problems of Mexico, Central America, and the West Indies. Emphasis upon those portions most closely associated with the United States. Prerequisite: Geography 101 or 110, or Natural Science Survey 109 and 110.

S303. Techniques of Field Work—(3)

Mr. Lathrop

Techniques of mapping and interpretation of the phenomena of the natural and cultural landscapes. Most of the time spent in field doing original study and mapping.

Health and Physical Education

COURSES FOR MEN AND WOMEN

S229. Recreational Activities for Elementary Schools—(3)

Miss Frev

See page 52.

S240. Problems in Physical Education—(3)

Mr. Gillen

Emphasis upon the problems of administering the health and physical education program; interpretations of the new law; practical problems in programming.

COURSES FOR MEN ONLY

S129. Athletic Coaching Clinic—(1)

Mr. Hancock, Mr. Cogdal

A week of intensive practice and discussion on the techniques of offensive and defensive football and basketball. Discussion and interpretation of new rules; demonstration and review of various technical aspects of offensive and defensive play; the diagnosis and treatment of athletic injuries; taping of athletic injuries; the selection, training and conditioning of players.

Home Economics

S106. Nutrition—(3)

Miss Buell

See page 52.

S216. Food Investigation—(3)

Mrs. Warren

See page 53.

Industrial Arts

S111. General Mechanical Drawing—(3)

Mr. Stombaugh

Drafting as an industrial process, together with the study and practice of the fundamental techniques of different types of projection and projection instruments. These techniques are developed in the laboratory.

S113. Descriptive Developmental Drafting—(3)

Mr. Stombaugh

A drafting course treating the fundamentals of descriptive geometry and the specialized drafting methods used in sheet metal layout. Prerequisite: Industrial Arts 111.

- S121. General Woodwork—(3) Mr. Hammerlund
See page 53.
- S212. Machine Drawing and Design—(3) Mr. Stombaugh
General mechanisms, cams, gears, and power transmissions. Theoretical principles are applied in the designing of small machines. Prerequisite: Industrial Arts 114.
- S223. Woodworking—(3) Mr. Hammerland
See page 54.
- S226. Advanced Cabinet and Furniture Construction—(3) Mr. Hammerlund
See page 54.

Mathematics

- S114. College Algebra—(3) Mr. Bey
See page 55.
- S201. Foundations in Arithmetic—(3) Miss Flagg
A background for the meaningful teaching of the beginning number concepts and counting, and the fundamental processes and their applications in problem solving. Prerequisite: Mathematics 101.

Music

- S106. Teaching Music in the Small School—(3) Miss Knudson
The materials, the development of basic principles, and the current practices in teaching which are peculiar to the needs of the small school. Prerequisite: Ability to sing simple melodies and a knowledge of the rudiments of music.
- S221. Instrumental Equipment Selection and Repair—(3) Mr. Sherrard
The selection and maintenance of instrumental equipment, including laboratory work in the repair of musical instruments.

Physical Science

- S228. Methods and Materials in Chemistry—(3) Mr. Poland
Consideration of the modern scientific viewpoint, the aims of high school chemistry instruction, and the principles and methods of teaching science, educational psychology applied to science teaching, the selection and organization of subject matter, examinations and new type tests, selection of texts, equipment and supplies, classroom and laboratory instruction and management, and current problems in chemical education. Prerequisite: Physical Science 141 and two of the following: 201, 204, 207, 212.
- S275. Methods and Materials in Physics—(3) Mr. Ivens
Purposes and methods of a beginning course in physics. The aim and method of conducting laboratory experiments, the selection of experiments and apparatus, and suggestions for properly equipping a physics laboratory are given. Prerequisite: Physical Science 151.

Social Science

S193. Social Science Workshop—(3)

Mr. Goodier, Miss Burris,
Mr. Harper, Mr. O'Connor

See page 61.

S219. American History and Government—(3)

Mr. Moore

See page 58.

S264. Minority Peoples—(3)

Mr. Kinneman

Population and immigration; race relations; and the problems arising from the fusion of cultures.

S293. Social Science Workshop—(3)

Mr. Goodier, Miss Burris,
Mr. Harper, Mr. O'Connor

See page 61.

S419. Research Problems in Local History—(3)

Miss Waldron

For advanced students who are interested in the techniques of research and in the intensive study of historical problems—especially those which involve the political, cultural, and social development of Illinois.

Speech

S110. Fundamentals of Speech—(3)

Miss Allen

See page 60.

S212. Speech Re-education—(3)

Mr. Holmes

See page 60.

Intersession Schedule - 1945

Department and Course Title	Course No.	Instructor	Room
Agriculture			
Agricultural Method	S237	Mr. DeWees	S103
Art			
Crafts for Elementary Schools	S201	Miss Ogle	I107
Art for Handicapped Children	S207	Mr. Hoover	I105
Biological Science			
Hygiene	S105	Mr. Bleyl	S203
Natural Science	S219	Mr. Miller	S110
	S422	Mr. Lamkey	
Biological Resources	S423	Mr. Miller	S216
	S424	Mr. Young	
Business Education			
Typewriting	S113	Miss Webb	C204
Education			
Education Workshop	S193	Mr. Goodier, Miss Burris, Mr. Harper, Mr. O'Connor	N5
American Public Education	S211	Mr. Lancaster	M313
Extra-Curricular Activities	S224	Mr. Decker	M310
Education Workshop	S293	Mr. Goodier, Miss Burris, Mr. Harper, Mr. O'Connor	N5
Introduction to Research	S401	Mr. Larsen	M215
Supervision of Instruction	S420	Mr. Houston	M207
Psychology			
General Psychology	S111	Mr. Dillinger	I203
Mental Hygiene	S234	Mr. Marzolf	I207
English			
Verse for Children	S203	Miss Hinman	M214
English Literature since 1900	S215	Miss Vinson	N206
Development of the English Language	S401	Mr. Vetter	N208
Geography			
Geography of Middle America	S211	Mr. Holmes	N1
Techniques of Field Work	S303	Mr. Lathrop	N107
Health and Physical Education			
Recreational Activities in Elem. Schools	S229	Miss Frey	T8
Problems in Physical Education	S240	Mr. Gillett	G102
Athletic Coaching Clinic (1 week)	S129	Mr. Hancock & Mr. Cogdal	G103
Home Economics			
Nutrition	S106	Miss Buell	I103
Food Investigation	S216	Mrs. Warren	T5
Industrial Arts			
General Mechanical Drawing	S111	Mr. Stombaugh	I201
Descriptive Developmental Drafting	S113	Mr. Stombaugh	I201
General Woodwork	S121	Mr. Hammerlund	I1
Machine Drawing and Design	S212	Mr. Stombaugh	I201
Woodworking	S223	Mr. Hammerlund	I1
Advanced Cabinet & Furniture Constr.	S226	Mr. Hammerlund	I1
Mathematics			
College Algebra	S114	Mr. Bey	M108
Foundations in Arithmetic	S201	Miss Flagg	M201
Music			
Teaching Music in Small Schools	S106	Miss Knudson	M306
Instr. Equipment Select. & Repair	S221	Mr. Sherrard	C1
Physical Science			
M & M in Chemistry	S228	Mr. Poland	S305
M & M in Physics	S275	Mr. Ivens	S105
Social Science			
Social Science Workshop	S193	Mr. Goodier, Miss Burris, Mr. Harper, Mr. O'Connor	N5
American History and Government	S219	Mr. Moore	M212
Minority Peoples	S264	Mr. Kinnehan	M210
Social Science Workshop	S293	Mr. Goodier, Miss Burris, Mr. Harper, Mr. O'Connor	N5
Research Problems in Local History	S419	Miss Waldron	M209
Speech			
Fundamentals of Speech	S110	Miss Allen	M304
Speech Re-education	S212	Mr. Holmes	M303

SCHEDULE FOR REGULAR SUMMER SESSION

First Hour 7:30-8:30	Second Hour 8:40-9:40	Third Hour 9:50-10:50
<p>Agriculture S238 Eve. & Part-Time Sch. Laubaugh S103</p> <p>Art S111 *Art Fundamentals Hoover I105</p> <p>Biological Science S111 *Gen. Biol. Science Young S209 S219 Nat. Science (old) McAvoy S110 S238 School Health Dean S203 S245 *Func. Anatomy Royce S201</p> <p>Business Education S112 Typewriting Peters C204</p> <p>Education and Psychology S203 Phil. of Education Henderson M312 S220 Secondary Education Decker M207 S301 Adv. Educ. Psych. Malmberg I207</p>	<p>Agriculture S205 Genetics Laubaugh S103</p> <p>Art S111 *Art Fundamentals Hoover I105</p> <p>Biological Science S109 Nat. Sci. Survey Miller S108 S111 *Gen. Biol. Sci. Young S209 S245 *Func. Anatomy Royce S201 S312 Admin. of Sch. Health Lamkey S203</p> <p>Business Education S113 Typewriting Peters C204 S212 M&M Shorthand Day C303</p> <p>Education and Psychology S108 Ch. Growth & Dev. Cooper M207 S205 Adv. Read. Methods Parker M211 S234 Upp. Gr. Educ. Lancaster M313 S235 Rural Educ. Hacker M215 S401 Int. to Research Larsen M307 S432 Sch. Admin. Decker M203 S111 Gen. Psychology Dillinger I203</p>	<p>Agriculture S232 Field Machinery Young S103</p> <p>Art S202 Art Education Hoover I105</p> <p>Biological Science S105 Hygiene McAvoy S203 S121 *Comp. Zoology Royce S201 S173 *H.Ed. Workshop Dean, Fleck, Horton S202 - S204 S211 *Int. Bacteriology Lamkey S216 S273 *H.Ed. Workshop Dean, Fleck, Horton S202 - S204</p> <p>Business Education S111 Elem. of Business Williams C301</p> <p>Education and Psychology S203 Philos. of Education. Henderson M312 S213 Diag.&Remed. Instr. Force M215 S232 Early Childhood Educ. Rice M309 S312 Individ. of Instr. Cooper M207 S115 Educ. Psychology Malmberg I207 S234 Mental Hygiene Dillinger I203</p>
Continued on page 34		* Double Period Classes

JULY 2—AUGUST 24, 1945

Fourth Hour 11:00-12:00	Fifth Hour 1:00-2:00	Sixth Hour 2:10-3:10
Agriculture	Agriculture	Agriculture
	S101 Elem. Agriculture Laubaugh S103	
Art	Art	Art
	S112 *Art Fundamentals Hoover I105	S112 *Art Fundamentals Hoover I105
	S113 Land. Com. & Sk. Parker I107	
Biological Science	Biological Science	Biological Science
S121 *Comp. Zoology Royce S201	S193 *Biol. Sci. Workshop Miller N5	S105 Hygiene Shea S203
S173 *H.Ed. Workshop Dean, Fleck, Horton S202 - S204	S219 Natural Science(old) McAvoy S110	S117 Home Nursing Shea T'11
S211 *Int. Bacteriology Lamkey S216	S246 *Functional Anatomy Royce S201	S193 *Biol. Sci. Workshop Miller N5
S219 Natural Science(new) Miller S110	S293 *Biol. Sci. Workshop Miller N5	S220 Natural Science(old) Young S110
S220 Natural Science (old) Young S108	S311 *Sch. & Comm. Sanit. Lamkey S216	S246 *Functional Anatomy Royce S201
S273 *H.Ed. Workshop Dean, Fleck, Horton S202 - S204		S293 *Biol. Sci. Workshop Miller N5
Business Education	Business Education	Business Education
S131 Accounting Williams C301	S211 Adv. Office Pract. Peters C205	S122 Shorthand Day C303
S213 M&M Typewriting Day C204	S257 Distributive Educ. Koepke C304	S252 Econ. of Business Williams C301
Education and Psychology	Education and Psychology	Education and Psychology
S211 Amer. Public Educ. Lancaster M313	S107 Reading Methods Force M215	S193 *Educ. Workshop Rice N5
S251 Int. to Philosophy Schroeder M310	S193 *Educ. Workshop Rice N5	S202 Character Education Reusser M313
S227 Psych. of Execept. Child Parker I207	S203 Phil. of Education Henderson M312	
S311 Psych. of Ment.Dev. Marzolf I203	S204 Sch. & Comm. Rel. Lancaster M313	
	S236 Classroom Problems Cooper M207	
	S240 Audio-Visual Educ. Cross S105	
	S246 Meth. in Spec. Educ. Schroeder T206	
	S293 *Educ. Workshop Rice N5	
	S111 Gen. Psychology Malmberg I207	
		3:20-4:20 S220 Secondary Educ. Hacker M206
		S262 Surv. Special Educ. Goodier M207
		S293 *Educ. Workshop Rice N5
		S441 Laboratory Sch. Adm. Carrington M104
		S115 Educ. Psychology Dillinger I203
		S225 Psych. of Fine Arts Malmberg M307
		S229 Mental Testing Marzolf I207
		3:20-4:20 S231 Pupil Act. El.Sch Force M215

Continued on page 35

* Double Period Classes

SCHEDULE FOR REGULAR SUMMER SESSION

First Hour 7:30-8:30	Second Hour 8:40-9:40	Third Hour 9:50-10:50
<p>English</p> <p>S111 English Comp. Vetter N201</p> <p>S165 Journalism Vinson N205</p> <p>S211 Eng. Lit. to 1600 Teager N210</p>	<p>English</p> <p>S102 Folk Lit. for Ch. Nelson M214</p> <p>S121 Surv. Eng. Lit. Fielding N204</p> <p>S219 Shakespeare Vetter N208</p> <p>S277 M&M Comp. Pricer N211</p>	<p>English</p> <p>S132 American Literature Fielding N204</p> <p>S202 Mod. Liter. for Child. Nelson M214</p> <p>S244 The Novel Teager N210</p>
<p>Foreign Language</p> <p>S111 First Year French Ellis M302</p> <p>S113 First Year Spanish Whitten M108</p>	<p>Foreign Language</p> <p>S114 Comp. & Convers. Ellis M302</p>	<p>Foreign Language</p> <p>S301 Span.-Amer. Liter. Whitten M108</p>
<p>Geography</p> <p>S111 *Physical Geology Holmes N1</p> <p>S223 M&M T'ch. Geog. McDavitt N106</p> <p>S301 Climates of Cont. Lathrop N107</p>	<p>Geography</p> <p>S111 *Phys. Geology Holmes N1</p> <p>S217 Geog. of Europe Crompton N102</p>	<p>Geography</p> <p>S113 Economic Geography McDavitt N106</p> <p>S216 Geog. World Prob. Lathrop N107</p>
<p>Health and Physical Ed.</p> <p>S101-102-103-104 Rec. Act. TWThF</p> <p>S115 First Aid Horton G101</p> <p>S245 Phys. Ed. Handic. Ch. Frey G102</p>	<p>Health and Physical Ed.</p> <p>S219 Football Coach. Hancock G103</p>	<p>Health and Physical Ed.</p> <p>S250 Recr. Leadership Frey G-102</p>
<p>Home Economics</p> <p>S113 *Meal Planning Buell I103</p> <p>S123 *Costume Design Ross I209</p> <p>S236 *Home Admin. Fleck HMF</p>	<p>Home Economics</p> <p>S113 *Meal Planning Buell I103</p> <p>S123 *Costume Design Ross I209</p> <p>S236 *Home Admin. Fleck HMF</p>	<p>Home Economics</p> <p>S122 *Cl. Selec. & Constr. Warren T5</p> <p>S216 *Food Investigation Buell I103</p> <p>S233 Housing Ross I209</p>
<p>Industrial Arts</p> <p>S121 *Gen. Woodwork Hammerlund I1</p> <p>S223 *Woodworking Hammerlund I1</p> <p>S226 *Adv. Furn. Constr. Hammerlund I1</p>	<p>Industrial Arts</p> <p>S121 *Gen. Woodwork Hammerlund I1</p> <p>S223 *Woodworking Hammerlund I1</p> <p>S226 *Adv. Furn. Constr. Hammerlund I1</p> <p>S266 Ind. Arts Labor. Stombaugh I201</p>	<p>Industrial Arts</p> <p>S122 *Furn. Uphol. & Finish. Hammerlund I1</p>
Continued on page 36		* Double Period Classes

JULY 2—AUGUST 24, 1945

Fourth Hour 11:00-12:00	Fifth Hour 1:00-2:00	Sixth Hour 2:10-3:10
<p align="center">English</p> <p>S275 English Grammar Pricer N211 S450 Seminar Teager N210</p> <p align="center">Foreign Language</p> <p>S401 Moliere Ellis M302 S113 First Year Spanish Whitten M108</p> <p align="center">Geography</p> <p>S103 Geog. of Peoples of W. Crompton N102 S118 Map. Read. & Interp. Holmes N1</p> <p align="center">Health and Physical Educ.</p> <p>S230 High School Phys.Ed. G102</p> <p align="center">Home Economics</p> <p>S122 *Cl. Sel. & Constr. Warren T5 S216 *Food Investigation Buell I103</p> <p align="center">Industrial Arts</p> <p>S122 *Furn.Uphol.& Finish. Hammerlund I1</p>	<p align="center">English</p> <p>S112 Int. to Literature Teager N210 S150 World Lit.Anc.Times Okerlund N206 S202 Mod. Lit. for Child. Nelson M214 S213 Eng. Liter(1780-1830) Vetter N208 S430 American Literature Fielding N204</p> <p align="center">Foreign Language</p> <p>S217 Civilisation Francaise Ellis M302 S132 Sel.Caesar's Gallic W. Connell M311</p> <p align="center">Geography</p> <p>S114 Geog. of N. America Lathrop N107 S215 Geog. of S. America McDavitt N106 S403 Geom. of N. America Holmes N1</p> <p align="center">Health and Physical Ed.</p> <p>S108 Recreational Activities Frey MTWTh S193 *H&PE Workshop Horton N5 S220 Baseball Coaching Hancock G103 S293 *H&PE Workshop Horton N5</p> <p align="center">Home Economics</p> <p>S106 Nutrition Buell I103 S234 *Art in the Home Ross I209</p> <p align="center">Industrial Arts</p> <p>S127 *Craft Act.El.Teach. Stombaugh M8 S221 Carpentry & Bl.Constr. Hammerlund I1</p>	<p align="center">English</p> <p>S105 English Grammar Pricer N211 S110 English Composition Fielding N208 S131 American Literature Henline N204 S254 World Literature Okerlund N206 S276 High School Liter. Stroud T10</p> <p align="center">Foreign Language</p> <p>S301 Hist. of Latin Liter. Connell M311 S113 First Year Spanish Whitten M108</p> <p align="center">Geography</p> <p>S212 Geog. of Illinois Crompton N102</p> <p align="center">Health and Physical Ed.</p> <p>S109 Recr. Dancing MTWTh S193 *H&PE Workshop Horton N5 S229 Recr.Act.El.Sch. Cooper T8 S293 *H&PE Workshop Horton N5</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p align="center">3:20-4:20 S101-102-103-104 Recreational Activities Hancock MTWTh</p> </div> <p align="center">Home Economics</p> <p>S231 Family Relationships Fleck I103 S234 *Art in the Home Ross I209</p> <p align="center">Industrial Arts</p> <p>S127 *Craft Act.El.Teach. Stombaugh M8 S221 Carpentry & Bl.Constr. Hammerlund I1</p>
Continued on page 37		* Double Period Classes

SCHEDULE FOR REGULAR SUMMER SESSION

First Hour 7:30-8:30	Second Hour 8:40-9:40	Third Hour 9:50-10:50
Library	Library	Library
	S214 Read. Guid. for Adol. Speer L	S212 Libr. Inform. Center Speer L
Mathematics	Mathematics	Mathematics
S105 Adv. Algebra Bey M201	S211 College Geometry Flagg M201	S114 College Algebra Bey M104
S111 Plane Trigonometry McCormick M104	S231 Calculus McCormick M104	S221 Jr. High School Math. Flagg M201
Music	Music	Music
S208 Harmony Peithman M306	S124 Music Ed. Boicourt M108	S214 Music for Layman Boicourt Aud.
	S211 Harmony Isted M306	S217 Orchestration Isted M306
Physical Science	Physical Science	Physical Science
S140 *Gen. Chemistry Adams S302	S140 *Gen. Chemistry Adams S302	S140 *Gen. Chemistry (lect.) Adams S305
S151 *Gen. Physics (lect.) Cross S101	S151 *Gen. Physics Cross S101	S151 *Gen. Physics Cross S101
	S201 *Qual. Analysis (lect.) Gooding S305	S201 *Qual. Analysis Gooding S313
	S264 Modern Physics Smith S105	
Social Science	Social Science	Social Science
S227 Revol. Europe Harper M202	S113 History of Civilization Brunk M202	S112. Con. Civilization Glascner M212
S469 Educ. Sociology Kinneman M210	S117 Hist. of U. S. Orr M204	S115 History of U. S. Marshall M203
	S166 Int. to Sociology Kinneman M210	S228 Natior. & Imperial. Harper M202
	S280 War & P. -war Ec. Prob. Beyer M206	S243 History of Far East Waldron M209
		S251 American Government Tasher M206
Speech	Speech	Speech
S211 Phonetics Holmes M303	S110 Fund. of Speech Yates M303	S112 Public Speaking Sorrenson M304
S212 Speech Re-education Sorrenson M304		S214 Speech Clinic Holmes T206

* Double Period Classes

JULY 2—AUGUST 24, 1945

Fourth Hour 11:00-12:00	Fifth Hour 1:00-2:00	Sixth Hour 2:10-3:10
Library	Library	Library
	S262 *Libr. Serv. Sm. School Speer I	S262 *Libr. Serv. Sm. School Speer I
Mathematics	Mathematics	Mathematics
	S115 Calculus McCormick M104	S202 Sel. Topics in Arith. Flagg M201
Music	Music	Music
S111 Sight Singing Peithman M306 S220 M&M Inst. Music Isted C1	S150 Mus. Lit. for Child Westhoff M306 S245 Modern Music Boicourt M108	S157 M&M of Pub. Perf. Peithman M306
Physical Science	Physical Science	Physical Science
		S120 *Gen. Chemistry Poland S302-S305
S150 *Gen. Physics (lect.) Smith S105	S150 *Gen. Physics Smith S107	<div style="border: 1px solid black; padding: 5px; text-align: center;">3:20-4:20 S120 *Gen. Chemistry Poland S302-S305</div>
S201 *Qual. Analysis Gooding S313	S150 *Gen. Physics	S150 *Gen. Physics Smith S107 S276 Int. to Aeronautics Bey S102 S282 Prin. Safety Educ. Adams S105
Social Science	Social Science	Social Science
S111 Con. Civilization Beyer M206 S219 Amer. Hist. & Gov't. Orr M204 S234 Rec. Amer. History Waldron M209	S121 Prin. of Economics Glasener M212 S193 *Soc. Sci. Workshop Ellwood N5 S231 Col. Life & Instit. Harper M202 S261 The Community Kinneman M210 S293 *Soc. Sci. Workshop Ellwood N5 S358 Pub. Opinion & Prop. Tasher M209	S114 Hist. of Civilization Brunk M202 S116 History of U. S. Marshall M203 S119 History of Illinois Waldron M209 S193 *Soc. Sci. Workshop Ellwood N5 S218 Amer. Life & Instit. Tasher M210 S254 International Relations Beyer M206 S293 *Soc. Sci. Workshop Ellwood N5 S410 Social Control of Bus. Glasener M212
S439 Cultural Hist. of U.S. Marshall M203		
Speech	Speech	Speech
S122 Oral Interp. of Liter. Yates M304	S110 Fund. of Speech Sorrenson M304 S213 Adv. Speech Re-educ. Holmes M303	S132 Dramatic Production Yates Aud.
		* Double Period Classes

REGULAR SESSION COURSES

Agriculture

S101. Elementary Agriculture—(3)

Mr. Laubaugh

An orientation in project work, 4-H clubs, agricultural organizations, co-operative marketing, soils, crops, breeds of livestock, feeds, and farm management. For rural school teachers.

S205. Genetics—(3)

Mr. Laubaugh

Problems of heredity, variation, and evolution. Though primarily for agricultural and science students, the course may be taken by other students for its rich social values.

S232. Field Machinery—(3)

Mr. Young

Repair and adjustment of the farm machines used for seeding, tillage, and harvesting; buying of the proper machinery; care and management, and construction and design of implements.

S238. Evening and Part-Time Schools—(3)

Mr. Laubaugh

The work of the teacher of agriculture in extension activities. Methods and subject matter in evening and part-time classes, as well as other extension services in vocational agriculture.

Art

S111. Art Fundamentals—(3)

Mr. Hoover

Practice in the use of fundamental art elements and principles in creative problems applied to everyday living in the home, school and community. Emphasis upon the total work of art rather than upon media or technique.

S112. Art Fundamentals—(3)

Mr. Hoover

A continuation of the experience of making practical use of art principles through such problems as room arrangement, selection of costume, bulletin boards and flower arrangement. Prerequisite: Art 101 or 111.

S118. Landscape Composition and Sketching—(3)

Mrs. Parker

A recreational course in sketching out-of-doors, using such graphic media as pencil, charcoal, and chalks.

S202. Art Education—(3)

Mr. Hoover

The principles underlying art education in the elementary and secondary schools through observation and planning of art work as an integral part of the experiences of the child at various levels. Prerequisite: Art 112.

Biological Science

S105. Hygiene—(3)

Miss Shea, Miss McAvoy

The factors actually determining health with special consideration given to the principles and practices of health promotion. Based upon those modern principles of hygiene that are intended to adjust the student in safeguarding and improving his own health and that of the community.

S109. Natural Science Survey—(3)

Mr. Miller

Given jointly by the departments of biological science, geography, and physical science. An appreciation of the values in the biological, earth and physical sciences in relation to the development of civilization and for everyday living. Students who have had Biological Science 110 may not take Natural Science Survey 109 or 110 for credit.

S111. General Biological Science—(3)

Mr. Young

A course in biological science, developing into a study of comparative physiology. As much of the anatomy and physiology of animals is taught in relationship to the human body as time permits. It is basic for all further courses in biology.

S117. Home Nursing—(3)

Miss Shea

Theory and procedures to help potential homemakers meet personal and family health problems in their own homes. Covers the standard Red Cross course in Home Nursing and is taught by a Registered Nurse. Red Cross certificates are issued to all who satisfactorily complete this course. Students who have had Home Economics 212 may not take this course for credit.

S121. Comparative Zoology—(3)

Miss Royce

Representative animals of the invertebrate group with particular emphasis upon protozoology and parasitology to meet present day needs. Prerequisite: Biological Science 111.

S173. Health Education Workshop—(3-6)

Miss Dean, Miss Fleck,
Mr. Horton

See page 61 for description of course.

S193. Biological Science Workshop—(3-6)

Mr. Ellwood, Mr. Horton,
Mr. Miller, Miss Rice

See page 61 for description of course.

S211. Introductory Bacteriology—(3)

Mr. Lamkey

Yeasts, fungi, and bacteria are studied in relation to human welfare. To meet the needs of students in agriculture, home economics, health sanitation, and science in general. Prerequisite: A laboratory course in Biological Science.

S219 and S220. Natural Science—(3) and (3)

Miss McAvoy, Mr. Miller,
Mr. Young

An integrated course in the natural sciences especially designed to meet the professional needs of teachers in the elementary schools.

S238. School Health—(3)

Miss Dean

The teaching and supervision of school health in the grades and the prevention and control of disease in the community. The position of the various activities and studies of the elementary curriculum in relation to the health program of the school is considered. Same as former course 108. Prerequisite: Biological Science 105.

S245 and S246. Functional Anatomy—(3) and (3)

Miss Royce

A course in biological science, including enough of the physiology and anatomy of vertebrates for the student to understand the structure and function of the human body. Special consideration to development, structure, and function of the organs of speech, sight, and hearing. Abnormalities of form and function also receive attention.

S273. Health Education Workshop—(3-6)

**Miss Dean, Miss Fleck,
Mr. Horton**

See page 61 for description of course.

S293. Biological Science Workshop—(3-6)

**Mr. Ellwood, Mr. Horton,
Mr. Miller, Miss Rice**

See page 61 for description of course.

S311. School and Community Sanitation—(3)

Mr. Lamkey

Designed to give a working knowledge of principles of sanitation and methods in prevention of diseases of endemic as well as epidemic nature as they apply to the school, gymnasium and public gathering places. Laboratory checks on the school's water and milk supplies, lunch room conditions, toilet facilities, and sewage disposal. Environmental factors such as light, temperature, humidity, heating and ventilation in relation to sanitary control. Methods in the supervision of the janitorial staff in the maintenance of sanitary conditions receive particular attention.

S312. Administration of School Health—(3)

Mr. Lamkey

The administration and organization of school health education, presented through a correlated program relating all health agencies of the school to services offered by various public and private health departments and foundations of local community, county, state and nation. Health service procedures and use of statistical materials.

Business Education

S111. Elements of Business—(3)

Mr. Williams

Business behavior and business practices and the basic fundamentals of business operation such as: borrowing, lending, elementary contract making, business ethics, buying and selling practice, planning and budgeting, and an approach to the mathematics of business activities. The object is to orient the student to business thinking.

S112. Typewriting—(3)

Miss Peters

Designed to give a knowledge of the machine and ability to type smoothly, accurately, and continuously for ten minutes on straight copy.

S113. Typewriting—(3)**Miss Peters**

The objective is to develop individual skills in operation to a minimum attainment of thirty-five words per minute on a varied selection of material. Instructional methods are included. Prerequisite: Business Education 112 or one year of high school typewriting.

S122. Shorthand—(3)**Miss Day**

Eight chapters of Gregg Manual and reading text. Correct writing and reading techniques, learning and application of principles, vocabulary of frequent words, developed through drills, reading and dictation.

S131. Accounting—(3)**Mr. Williams**

Leads to a study of business records in single proprietorship and in partnership. Covers operating statements and balance sheets with particular attention to the forms and the sources of the facts in the statements. Includes practice with controlling accounts, columnar journals, adjusting and closing books, and the work sheet.

S211. Advanced Office Practice—(3)**Miss Peters**

Designed to give the student practice in assuming various office duties, in supervising office routine, in securing a measure of skill on the various office machines currently in business use, and in teaching advanced typewriting. Open only to students electing secretarial science as a first teaching field. Prerequisite: Business Education 114 or 116 or six semester hours of typewriting.

S212. Methods and Materials in Shorthand—(3)**Miss Day**

Last of sequence in shorthand courses. Required for those with degrees who wish to qualify for teaching by the proficiency test method, which includes ability to take dictation at one hundred words per minute and transcription at thirty-five words per minute by the end of the course. Prerequisite: Business Education 122, 123, and 124; or six semester hours of shorthand; or three semester hours of shorthand, plus two years of acceptable high school shorthand or the equivalent in a private business school; or a degree and a knowledge of the fundamentals of shorthand with ability to write at least sixty words per minute.

S213. Methods and Materials in Typewriting—(3)**Miss Day**

Methods and materials to be used for teaching typewriting and the psychology behind the teaching and learning of the subject. Required for teachers with degrees who wish to qualify by the proficiency test method, which includes speed at the rate of forty-five words per minute for fifteen minutes by the end of the course. Prerequisite: Five semester hours in Business Education 112, 113, and 114; or three semester hours of typewriting, plus two years of acceptable high school typewriting, or the equivalent in a private business school; or a degree and ability to pass a proficiency test upon completion of the course.

S252. Economics of Business—(3)**Mr. Williams**

The purpose of the course is to adjust economic theory to intelligent business administration. Attention is given to practical application of economics in distribution with special reference to questions of transportation, risk, money, credit, and markets.

S257. Distributive Business—(3)

Mr. Koepke

Survey of the organization of teaching sales vocations, materials of instruction, and procedures under the George-Deen Act, with application to classroom training and in-training in stores.

Education and Psychology

EDUCATION

S107. Reading Methods—(3)

Miss Force

Reading needs of children from kindergarten through eighth grade; uses of various types of reading materials to develop desirable attitudes and good reading study habits; ways to measure progress in reading. Prerequisite: Education 108.

S108. Child Growth and Development—(3)

Miss Cooper

Physical, mental, emotional and social growth and development of children, and of the influence of home and school environment upon this growth. Based upon much observation of children from infancy through adolescence. Students who have had 102 may not take this course for credit. Prerequisite: Education 109 and 110.

S121. Reading Clinic—(1)

Mr. Larsen, Miss McCain

Basic reading problems presented by a guest instructor and regular staff members. An intensive course for one week.

S122. Parent-Teacher Association Clinic—(1)

Mr. Larsen and others

Purpose, program, and organization of parent-teacher work, taught in co-operation with the Illinois Congress of Parents and Teachers. An intensive course for one week.

S135. Rural Education Clinic—(1)

Mr. Hacker and others

Community backgrounds of the rural school. Intensive work on specific problems of those enrolled in the course, including language arts in the rural school, fine and applied arts in the rural school, social studies in the rural school.

S193. Education Workshop—(3-6)

**Mr. Ellwood, Mr. Horton,
Mr. Miller, Miss Rice**

See page 61 for description of course.

S202. Character Education—(3)

Mr. Reusser

Forces and factors which determine character, together with suggestions concerning the contributions which the school can make through its organization, curricular content, and methodology toward improving the character of its students. Prerequisite: Education 211.

S203. Introduction to Philosophy of Education—(3)

Mrs. Henderson

Philosophy as applied to educational problems for determining the nature of the educative process, the ends and objectives of education, and the means of attaining educational ends. Lays basis for a philosophy of life and of education in a democratic society. Prerequisite: Completion of all other required education courses, and senior standing.

S204. School and Community Relations—(3)**Mr. Carrington**

Techniques of securing a position, teacher-supervisor relationships, participation in community affairs, ethics for teachers, professional organizations, parent-teacher associations, state and federal departments of education, and teaching as a service profession. Prerequisite: Education 211.

S205. Advanced Reading Methods—(3)**Miss Parker**

Techniques of diagnosis and instruction for special cases of severe reading disability. Deals with physical, mental, and emotional maladjustments and teaching errors which may become causal factors in reading disabilities. Provides opportunity for preparation of instructional materials and for the study of children with reading difficulties. Prerequisite: Education 107, and 210 or teaching experience.

S210. Student Teaching—Secondary, (3-6); Elementary, (3-6)

Observation of the growth and development of pupils and of the work of an expert teacher; instruction of individual pupils and small groups of children; participation in school activities, culminating in taking full responsibility of the pupil group. Required of all students before graduation. Assignments are made to the elementary or high schools, depending on the student's area of preparation. Prerequisite: At least one semester of residence at Illinois State Normal University, senior classification, satisfactory preparation in subject-matter fields and professional courses, and the approval of the Director of Student Teaching.

S211. American Public Education—(3)**Mr. Lancaster**

Special emphasis on the American public school system. Includes organization of American public education, levels of education, personnel in public education, provisions for materials and environment, issues in American public education. Prerequisite: Psychology 115.

S213. Diagnostic and Remedial Instruction—(3)**Miss Force**

Diagnosis of pupil difficulty, preparation of appropriate remedial procedures, and evaluation of effectiveness of remedial work; remedial instruction in the training school; case study of a pupil selected either from the student's teaching group or from the training school. Prerequisite: Education 211.

S215. Student Teaching-Special Education—(3)

Similar to Student Teaching 210 but done with mentally retarded or partially sighted children, or in the Speech Clinic, or in connection with the Psychological Clinic. Differentiated according to the area of major specialization. Prerequisite: Education 210 and 227.

S219. Advanced Reading Clinic—(1)**Mr. Larsen, Miss McCain**

Problems in remedial reading as presented by a guest instructor and regular staff members. Demonstration of new and special equipment in connection with remedial work. An intensive course for one week. Prerequisite: Education 107 or 121.

S220. Secondary Education—(3)

Mr. Decker, Mr. Hacker

Basic principles and techniques of teaching in secondary schools: learning goals, selection and organization of subject matter, assignment procedures, use of illustrative materials, instructional planning, methods of teaching, and evaluating the results of instruction. Prerequisite: Education 211.

S231. Pupil Activities in the Elementary School—(3)

Miss Force

Evaluation of the varied activities in the modern elementary school curriculum. Planned to help teachers to select and organize curriculum materials in units. Observation and discussion of such units in progress in the training school. Primarily for teachers who wish to study recent developments in elementary education. Prerequisite: Education 211.

S232. Early Childhood Education—(3)

Miss Rice

Nursery-kindergarten-primary education as an integral part of the elementary school; the physical plant, equipment, organization, curriculum and methods of evaluation consistent with growth needs of young children; child-care centers to meet present community needs; parent education. Prerequisite: Education 211.

S234. Upper Grade Education—(3)

Mr. Lancaster

Problems in adapting school experiences to the special needs and interests of young adolescents in various types of school organization: grade teacher, departmental, and junior high school. Prerequisite: Education 211.

S235. Rural Education—(3)

Mr. Hacker

Duties of rural teachers, especially those of one, two, and three teacher schools; the rural social background; the daily-weekly schedule of teaching-learning activities; good housekeeping, equipment, records, and reports; school organization, social control and administration; community leadership. Students who have had 105 may not take this course for credit. Prerequisite: Education 211.

S236. Classroom Problems—(3)

Miss Cooper

Fundamental principles of child interest and need, and of group living, as these principles underly classroom organization, teaching procedures and curriculum activities; observation of and participation in solving problems such as group control, the use of records and reports, the selection of teaching materials and the evaluation of instruction. Prerequisite: Education 211.

S240. Audio-Visual Education—(3)

Mr. Cross

Theory, materials, and methodology of audio-visual aids. Results of experimental researches in audio and visual instruction; criteria for evaluating and selecting materials; sources and care of materials; and methods of using radio and visual aids in the classroom. Technique in photography, the making of slides and film strips, and practice in operating all types of audio-visual equipment. Prerequisite: Education 220 or 236.

S246. Methods in Special Education—(3)

Miss Schroeder

Underlying principles of organizing a school program for exceptional children. Means of selecting and evaluating suitable group and individual

ities. Parallels Students Teaching 215. Differentiated according to the area of specialization. Prerequisite: Psychology 227.

S251. Introduction to Philosophy—(3)

Mr. Schroeder

A brief treatment of the historical development of philosophy, as well as a brief survey of the more important modern problems, aims, and methods.

S262. Survey of Special Education—(3)

Mr. Goodier

Educational provisions for physically handicapped and mentally exceptional children, including the partially-sighted, crippled, delicate, deaf and hard-of-hearing, mentally subnormal and superior. Introductory course for majors in special education and for all classroom teachers and administrators who wish general information in this field.

S293. Education Workshop—(3-6)

**Mr. Ellwood, Mr. Horton,
Mr. Miller, Miss Rice**

See page 61 for description of course.

S312. Individualization of Instruction—(3)

Miss Cooper

Methods of making practical adaptations in the school program to aid the physical, emotional, educational development of individual children within a school group; selection and organization of materials and methods of individual instruction in the different subject areas; development and interpretation of case studies; practice in the techniques of recognizing and diagnosing the specific needs of children in the elementary school. Prerequisite: Education 108 or Psychology 115.

S401. Introduction to Research—(3)

Mr. Larsen

Emphasizes the selection of a research problem, collection of data, types of research, the research report, and use of the library in connection with the research problem. Elements of statistics are introduced. Provides a background for the preparation of the thesis or research project. Another important purpose is to enable the student to become an intelligent consumer of the products of educational research.

S432. School Administration—(3)

Mr. Decker

For superintendents, principals, and their administrative associates. Problems are taken from the necessary experiences of the public school administrators. School finance, school law, school building problems, and school plant are stressed.

S441. Laboratory School Administration—(2)

Mr. Carrington

The development of laboratory schools; principles governing laboratory experiences to be required; provision for demonstration, participation and experimentation; coordination with theory and academic departments; admission and induction into student teaching; function of campus and off-campus laboratory schools; internship programs; public relations programs; evaluation of the laboratory school. Students will be provided experience in laboratory schools. Prerequisite: Teaching experience.

PSYCHOLOGY

S111. General Psychology—(3)

Mr. Dillinger, Mr. Malmberg

A scientific foundation for interpretation of human behavior. Motives of men's acts, observing and attending, emotion, learning and memory, influence of heredity and environment upon development, personality development.

S115. Educational Psychology—(3)

Mr. Dillinger, Mr. Malmberg

Training for prospective high school teachers in the use of psychology as a guide in the development of young people, with special emphasis on learning. Prerequisite: **Psychology 111.**

S225. Psychology of the Fine Arts—(3)

Mr. Malmberg

The contributions of psychology to the understanding of the fine arts; the factors and principles that constitute artistic capacity and aesthetic production; psychological measurement of artistic talent as used in the guidance and development of artistic ability; and development of a deeper appreciation of beauty and its relation to human behavior. For students in all curricula but especially for those in the fine arts. Prerequisite: Psychology 111.

S227. Psychology of Exceptional Children—(3)

Miss Parker

Scientific understanding of children who deviate from the usual because of physical, mental, or other handicaps. Considerable use of observation and field trips. Prerequisite: Psychology 115 or Education 108.

S229. Mental Testing—(3)

Mr. Marzolf

For students with no training in mental testing. Use of Binet and other individual and group tests will be studied and demonstrated. Emphasis on interpretation of test results. Prerequisite: Psychology 115 or Education 108.

S234. Mental Hygiene—(3)

Mr. Dillinger

Training for the prospective teacher in: recognizing serious problems; recognizing minor problems early and giving some help in correcting them; and preventing the development of adjustment problems by applying the positive principles of mental hygiene and working on the teacher's own personality development. Prerequisite: Psychology 115 or Education 108.

S301. Advanced Educational Psychology—(3)

Mr. Malmberg

The appreciation and understanding of the experimental and statistical approaches to the study of the learning human being. Laboratory work will be the basic procedure. Prerequisite: Psychology 115.

S311. Psychology of the Mental Deviate—(3)

Mr. Marzolf

The mentally deficient and gifted child as to personality aspects, educational possibilities, and general behavior patterns. Prerequisite: Biological Science 245, and Psychology 115 or Education 108.

English

S102. Folk Literature for Children—(3)

Miss Nelson

Fairy and folk tales, myths, legends, fables, nursery rhymes, and ballads suitable for children.

S105. Functional English Grammar—(3) **Mrs. Pricer**

The principles of sentence structure and the nature of the parts of speech. Primarily for students who intend to teach in rural schools or in the intermediate or upper grades.

S110. English Language and Composition—(3) **Mr. Fielding**

The principles underlying accepted usage in diction, sentence structure, and punctuation. Required of all students except those whose entrance examination in English shows superior training.

S111. Composition Based on Reading—(3) **Mr. Vetter**

The principles of composition with frequent practice in writing, including one long expository paper based on reading. The work in composition is paralleled by readings in the modern essay. Prerequisite: English 110 or exemption.

S112. Introduction to Literature—(3) **Miss Teager**

Wide reading in contemporary literature to develop breadth of appreciation. Practice in the writing of criticism and other literary forms. Required to complete six hours of freshman English of all exempt from 110. Open as an elective to others. Prerequisite: English 111.

S121. Survey of English Literature—(3) **Mr. Fielding**

English literature from its beginnings through the eighteenth century. Designed primarily for minors in English but open to majors and others.

S131. American Literature—(3) **Miss Henline**

American literature from its beginnings to 1860, with emphasis on transcendentalism, romanticism, and early realism.

S132. American Literature—(3) **Mr. Fielding**

American literature since the Civil War, with special reference to the rise of naturalism, the revolt in poetry, the experimental drama, regionalism, and the social problem.

S150. World Literature of Ancient Times—(3) **Miss Okerlund**

A rapid survey of ancient Greek, Roman, and Hebrew literature in translation. Selected masterpieces are read for an appreciation of the classical and the Old Testament contributions to modern culture. Extended attention is given to the Greek dramatists and to Plato's Republic.

S165. Journalism—(3) **Miss Vinson**

The principles of newspaper writing, with special attention to straight news, interviews, speech stories, features and sports. Members of the class serve as reporters on *The Vidette*.

S202. Modern Literature for Children—(3) **Miss Nelson**

Literature for children, with special emphasis on prose. Some attention to illustration of children's books of the nineteenth and twentieth centuries. Prerequisite: One course in children's literature.

- S211. English Literature to 1600—(3)** **Miss Teager**
 Anglo-Saxon poetry, stressing Beowulf; Middle English literature, with emphasis on the poetry of Chaucer; contributions of major writers of the English Renaissance, except Shakespeare, to new literary forms.
- S213. English Literature 1780-1830—(3)** **Mr. Vetter**
 Major writers of the Romantic Movement in England, especially Wordsworth, Coleridge, Byron, Shelley, and Keats. Attention to the literary and philosophic influences of the period.
- S219. Shakespeare—(3)** **Mr. Vetter**
 Representative comedies, histories, and tragedies studied in chronological order. Attention to the period of Shakespeare and to the development of his technique.
- S244. The Novel—(3)** **Miss Teager**
 An approach to the modern novel through literary history, methods of criticism, and relation of the novel to social background. Individual selection of reading from early to late novels.
- S254. World Literature—(3)** **Miss Okerlund**
 An introduction to great books in classical, Hebrew, and modern literatures, designed to deepen the student's cultural background. Planned chiefly for students in the elementary curriculum and for others not majoring in English.
- S275. English Grammar—(3)** **Mrs. Pricer**
 An historical and descriptive study of the sentence and its parts. Not to be taken by students with credit in 105.
- S276. High School Literature—(3)** **Miss Stroud**
 Literature suitable for high school. Methods of presentation and criteria for the selection of materials for the English course of study. Reports from the national survey of high school English.
- S277. Methods and Materials in Composition—(3)** **Mrs. Pricer**
 Methods of presentation, criticism, development, and evaluation of composition in junior and senior high schools.
- S430. American Literature—(2)** **Mr. Fielding**
 Intensive study of selected movements and trends in the literature of America since 1800.
- S450. Seminar—(2)** **Miss Teager**
 A study of problems peculiar to literary history, English language, and the teaching of English.

Foreign Language

FRENCH

- S111. First Year French—(3)** **Miss Ellis**
 Pronunciation, taught by the phonetic method; essentials of grammar; exercises in hearing, speaking, and writing simple French; reading of material of graded difficulty.

S114. Composition and Conversation—(3) Miss Ellis
Practical exercises aimed at developing the ability to speak French. Prerequisite: French 112 or two years of high school French.

S217. Civilisation française—(3) Miss Ellis
A study of French people and institutions designed as background for the French teacher. Prerequisite: French 116.

S401. Moliere—(3) Miss Ellis
The major comedies of Moliere, together with some of the farces and comedies-ballets. Prerequisite: Twenty semester hours in college French.

LATIN

S132. Selections From Caesar's Gallic and Civil Wars—(3) Miss Connell
Selections of historical importance from Caesar. Emphasis on problems connected with the reading and translation of Latin; and a thorough review of Latin forms and syntax. Prerequisite: Latin 112 or four years of high school Latin.

S301. History of Latin Literature—(2) Miss Connell
The historical development of Latin literature; translation of representative selections from the writers of each period. Prerequisite: Twenty semester hours in college Latin.

SPANISH

S113. First Year Spanish—(9) Miss Whitten
An intensive course in beginning Spanish so planned that students by devoting their entire time to the course complete a year's work in eight weeks. Pronunciation, elements of grammar, reading of easy Spanish, oral and written drill on material read.

S301. Spanish-American Literature—(3) Miss Whitten
The history of Spanish-American literature from the colonial period to the present day, studied according to nationality. Special emphasis on material suitable for use in secondary schools. Prerequisite: Twenty semester hours in college Spanish.

Geography (INCLUDING GEOLOGY)

S103. Geography of the Peoples of the World—(3) Miss Crompton
A study of the peoples of the world based largely upon climatic regions. Various peoples representing typical human life patterns. Emphasis upon how the customs, habits, and institutions of peoples are related to the natural environment in which they have developed. For students in the elementary education curriculum. Students who have had 102 may not take this course for credit. Prerequisite: Geography 101 or 110, or Natural Science Survey 109 and 110.

S111. Physical Geology—(3)**Mr. Holmes**

Processes that have brought about the present physical condition of the earth's surface, erosion, weathering, and deposition. The significance of surface conditions in man's use of the earth. A study of oceanic and atmospheric phenomena. Special attention to the study of rocks, minerals, and soil formation. One half-day field trip required.

S113. Economic Geography—(3)**Miss McDavitt**

The productive occupations of man as an outgrowth of his earth environment. The production and distribution of the leading commodities. Chief commercial routes as related to geographic conditions. The struggle for resources and economic products as a cause of the present war. Prerequisite: Geography 101 or 110, or Natural Science Survey 109 and 110.

S114. Geography of North America—(3)**Mr. Lathrop**

A consideration of North America by geographic regions, demanding considerable library and map study. Designed to give familiarity with methods of securing, organizing and presenting geographical data. Prerequisite: Geography 101 or 110, or Natural Science Survey 109 and 110.

S118. Map Reading and Interpretation—(3)**Mr. Holmes**

Planned to aid the student in reading and interpreting correctly the common classroom maps and the United States topographic maps. Emphasis is placed upon the value of classroom maps as an aid to good teaching and upon the importance of topographic maps and aerial photographs for war and civilian defense purposes.

S212. Geography of Illinois—(3)**Miss Crompton**

Regional approach to the study of the State of Illinois. Agricultural and industrial regions form the basis for the treatment. Considerable attention to urban geography. Contiguous areas that are intimately connected with the geography of Illinois are included. Prerequisite: Geography 101 or 110, or Natural Science Survey 109 and 110.

S215. Geography of South America—(3)**Miss McDavitt**

Emphasis upon the contemporary importance of South America. The economic and commercial importance of each country is stressed. Emphasis upon the growing importance of solidarity of nations of the western hemisphere. Prerequisite: Geography 101 or 110, or Natural Science Survey 109 and 110.

S216. Geography of World Problems—(3)**Mr. Lathrop**

Present day world problems as affected by their geographic settings. The natural environment as a factor influencing international relations. Particular emphasis upon the politico-geographical problems of European nations in other parts of the world. Problems of the Far East and of Latin America. Geographic basis of the World War and current problems. Natural resources in relation to peoples and nations as affecting peace and the postwar world.

S217. Geography of Europe—(3)**Miss Crompton**

Europe based upon regions. Presents importance and possible future of each in the light of geographic conditions. Attention to the geographic basis of the

European War. Prerequisite: Geography 101 or 110, or Natural Science Survey 109 and 110.

S223. Methods and Materials in the Teaching of Geography—(3) Miss McDavitt

The aims and values of geography. The functional philosophy of geography in terms of pupil activity and understanding. A consideration and evaluation of the various methods of presentation. Materials and devices for teaching geography. Field work, its purposes and values. This course is prerequisite to student teaching in geography in the University High School. Prerequisite: Five semester hours of geography, or teaching experience.

S301. Climates of the Continents—(2) Mr. Lathrop

Chief elements of climate by continents. The course is based upon the student's knowledge of meteorology and climatology and the continental studies. Much attention to synthesis and generalizations of world climates.

S403. Geomorphology of North America—(3) Mr. Holmes

Physiographic regions of North America. Emphasis placed upon the development of surface features of each area as a background for present geographic patterns of that region.

Health and Physical Education

COURSES FOR MEN AND WOMEN

S101. Recreational Activities—(1) Mr. Hancock, _____

S102. Recreational Activities—(1) Mr. Hancock, _____

S103. Recreational Activities—(1) Mr. Hancock, _____

S104. Recreational Activities—(1) Mr. Hancock, _____

S108. Recreational Activities—(1) Miss Frey

Provision for the recreational and activity needs of those limited in participation by the University Health Service.

S109. Recreational Dancing—(1)

Recreational mixers; country, square, and social dancing.

The preceding courses are arranged to meet the recreational and developmental needs of students. They include sections stressing activities for body development, outdoor conditioning activities, tumbling and apparatus exercises, individual and dual sports. Students may elect any of these activities in which they have not already received credit.

S115. First Aid—(3) Mr. Horton

The standard Red Cross requirements in first aid. Red Cross certificates will be issued to all who complete the work satisfactorily.

**S193. Health and Physical Education Workshop—(3-6) Mr. Ellwood,
Mr. Horton, Mr. Miller, Miss Rice**

See page 61 for description of course.

S229. Recreational Activities for Elementary Schools—(3) Miss Cooper
Methods and material in physical education for the elementary classroom teacher. Students may not take this course for credit if they have had 223 or 224.

S230. High School Physical Education—(3)

The factors essential to program planning in physical education on the secondary level. Types and gradations of activities included. Prerequisite: Health and Physical Education 111 and 112.

S245. Physical Education for Handicapped Children—(3) Miss Frey

Methods and materials in teaching physical education activities to exceptional children, such as the crippled, mentally subnormal, partially sighted, and physically defective.

S250. Recreational Leadership—(3) Miss Frey

A theoretical and practical course in leadership qualities essential for camp work, club work, community work, and extracurricular activities.

S293. Health and Physical Education Workshop—(3-6) Mr. Ellwood,

Mr. Horton, Mr. Miller, Miss Rice

See page 61 for description of course.

COURSES FOR MEN ONLY

S219. Football Coaching—(3) Mr. Hancock

The professional preparation of coaches in football. Prerequisite: Health and Physical Education 111 and 112.

S220. Baseball Coaching—(3) Mr. Hancock

The professional preparation of coaches in baseball. Prerequisite: Health and Physical Education 111 and 112.

Home Economics

S106. Nutrition—(3) Miss Buell

An elementary course which emphasizes the role of nutrition in the development of the individual. Dietary problems of different ages and their social and economic implications will be stressed. This course is planned for students in special education, but may be elected in the elementary or other curricula.

S113. Meal Planning—(3) Miss Buell

The marketing situation, with emphasis on the responsibility of the homemaker as a consumer. Preparation of foods suitable for dinners. Prerequisite: Home Economics 111.

S122. Clothing Selection and Construction—(3) Mrs. Warren

Wardrobe and costume planning in relation to individual needs and means. Present day clothing and textile problems, stressing conservation and the advancement of textile products. Fundamentals of pattern interpretation, use, and designing. Recognition of standards for fitting and construction through garment making.

S123. Costume Design—(3)**Miss Ross**

Essentials of design applied to dress. Analysis and interpretation of the individual through dress. Creative experiences encouraged. Some appreciation of costumes of former ages and of national dress. Prerequisite: Home Economics 122.

S216. Food Investigation—(3)**Miss Buell**

Problems in food investigation, demonstrations, including foreign cookery. Gives students an appreciation of the influence on the American menu of foods of various nationalities. Prerequisite: Home Economics 113.

S231. Family Relationships—(3)**Miss Fleck**

Factors involved in home and family relationships; choosing a mate and preparation for marriage; legal aspects of marriage and divorce; common problems of family life including analysis and possible solutions.

S233. Housing—(3)**Miss Ross**

Problems and progress of public housing. Recognition of issues considered in determining housing for the average American family: room relationship, financing, and modern construction. Particular family situations recognized, analyzed, and developed.

S234. Art in the Home—(3)**Miss Ross**

Significance of art in the home environment and its part in developing a satisfying home. The exterior and the interior of the house are considered with reference to efficiency, beauty, comfort and economy. Prerequisite: Home Economics 233.

S236. Home Administration—(3)**Miss Fleck**

Practical application of knowledge acquired in previous courses in home economics. Senior students reside together for a period of nine weeks and assume all homemaking responsibilities, including managerial and social problems involved in group living. Prerequisite: Home Economics 132, 211 and 231.

Industrial Arts

S121. General Woodwork—(3)**Mr. Hammerlund**

Introduction to woodwork, in which materials, tools, tool processes, fastenings, and constructions are studied. Application is made of these studies in the construction of practical projects in the laboratory.

S122. Furniture Upholstering and Finishing—(3)**Mr. Hammerlund**

The fundamental principles and problems of upholstering furniture. These principles are put into practice in the shop laboratory. Methods of finishing and refinishing furniture will be practiced in the laboratory.

S127. Craft Activities for Elementary Teachers—(3)**Mr. Stombaugh**

Opportunity for persons interested in crafts work to obtain experiences in the use of hand-craft tools, materials and operations. Emphasis placed on student interest projects and their relation to classroom procedures. Students construct projects in line with their curricular requirements.

S221. Carpentry and Building Construction—(3) Mr. Hammerlund

Fundamental principles of carpentry, layout, forming, and assembly. A short unit in masonry work will be included.

S223. Woodworking—(3) Mr. Hammerlund

Advanced woodworking and problems of case goods construction. A short unit of upholstery is a part of this course. In the laboratory, the woodworking machines are used in the construction of projects involving the problems studied. Prerequisite: Industrial Arts 121.

S226. Advanced Cabinet and Furniture Construction—(3) Mr. Hammerlund

Production methods and machine efficiency in the set-up and manufacture of multiple parts. Class projects are designed and constructed on the basis of the factory method. Prerequisite: Industrial Arts 223.

S266. Industrial Arts Laboratory—(3) Mr. Stombaugh

History, function, subject content, methods, organization, operating problems, and equipment of the multiple activity shop. The course is designed to meet the demand for information concerning this type of industrial arts shop. Students who have had 261 or 262 may not take this course for credit. Prerequisite: Twelve semester hours of industrial arts.

Library

S212. The Library as an Information Center—(3) Miss Speer

Familiarity with reference tools and books for the high school, methods of evaluating publishers' lists, editions and series, periodicals and sources of inexpensive material, techniques for training pupils to use library materials. Prerequisite: English 111 or Education 220.

S214. Reading Guidance for Adolescents—(3) Miss Speer

An acquaintance with and appreciation of the best recreational and informational books of various reading levels; a realization of the importance of books in the enriched curriculum; an ability to evaluate books and to stimulate junior and senior high school pupils to read.

S262. Library Service in the Small School—(3) Miss Speer

Stress on the place of the library in the small school; planning and equipping that library; use, methods of care, cataloging, and classification of school library materials. Prerequisite: English 111 or Education 220.

Mathematics

S105. Advanced Algebra—(3) Mr. Bey

For students who have had only one year of algebra in high school.

S111. Plane Trigonometry—(3) Mr. McCormick

The trigonometric functions and their relations, solving the right triangle and the general triangle, trigonometric equations, inverse functions, logarithms and their uses. Prerequisite: One and one-half units of high school algebra, or Mathematics 105, and one unit of high school geometry.

S114. College Algebra—(3)**Mr. Bey**

Brief review of elementary algebra; determinants, the quadratic equation, complex numbers, radical equations, theory of exponents, systems of quadratic equations, graphs of quadratic functions; ratio, proportion, and variation, progressions, binomial theorem, permutations, combinations, and probability, and certain topics in the theory of equations. Students who have had 215 may not take this course for credit. Prerequisite: One and one-half units of high school algebra or Mathematics 105.

S115. Calculus—(3)**Mr. McCormick**

Elements of the differential calculus and some of its applications. Graphs of functions, theory of limits, maximum and minimum values of functions, rates, approximating roots of equations, and applications selected from many fields of study. Prerequisite: Mathematics 112.

S202. Selected Topics in Arithmetic—(3)**Miss Flagg**

Topics in 101 and 201 are considered from a broader point of view. A professionalized course dealing principally with the more difficult topics in the seventh and eighth grades. Prerequisite: Mathematics 201, or experience in teaching arithmetic.

S211. College Geometry—(3)**Miss Flagg**

Concepts and theorems of the modern geometry of the triangle, circle, quadrilateral and quadrangle, and other related topics. Emphasis on proving original exercises, construction work, generalizations, and the connections of the topics with the subject matter of high school geometry. Prerequisite: Mathematics 115.

S221. Junior High School Mathematics—(3)**Miss Flagg**

A professional course including the treatment of the following topics: functional relationships; the graph, formula, and the equation; intuitive geometry; introduction to algebra; texts, tests, classroom equipment, and library lists; and appreciation of the contribution of mathematics to the progress of civilization. Prerequisite: Mathematics 116.

S231. Calculus—(3)**Mr. McCormick**

Partial differentiation, introduction to the geometry of space, envelopes, evolutes, maximum and minimum values of functions of two or more variables, multiple integration, center of gravity, work and pressure integrals, series, and expansion of functions. Prerequisite: Mathematics 116.

Music

S111. Sight Singing and Ear Training—(3)**Mr. Peithman**

A review of rudiments of music, practice in singing by syllable, chording, ear training, and dictation. Prerequisite: Ability to sing simple melodies by rote and a knowledge of the rudiments of music.

S124. Music Education—(3)**Miss Boicourt**

A survey of music in the kindergarten, and in grades one, two, and three; current practices in teaching music in these grades; materials used for singing, listening, and rhythmic activities; and planning music suitable for the activities program.

S150. Music Literature for Children—(3)**Miss Westhoff**

Music interests of children in the various grades; music literature that will enable the teacher to develop these interests and promote growth; music suitable for use in the various units in an activities program. Designed especially for teachers, principals, and supervisors in elementary schools.

S157. Methods and Materials of the Public Performance—(3)**Mr. Peithman**

A practical course concerned with the selection and staging of materials suitable for entertainments and programs of the school year. Designed especially for teachers, principals, and supervisors in need of such materials.

S208. Harmony—(3)**Mr. Peithman**

Provision for the harmonic background which will enable the teacher to improvise interesting piano accompaniments to folk melodies and songs for children. Emphasis on the construction of two- and three-part arrangements of unison melodies. Music majors may take this course by special permission.

S211. Harmony—(3)**Mr. Isted**

This is a continuation of 209. A study, through the ear, eye, and keyboard of the secondary triads and seventh chords; modulation and key transitions, re-arrangement of four-part music for mixed, male, and female voices. Opportunity and encouragement given for individual creative expression. Prerequisite: Music 209.

S214. Music for the Layman—(3)**Miss Boicourt**

Significant experience in music through listening, participation, examination of programs, and discussion. Intended primarily for non-music majors but open to all interested persons.

S217. Orchestration—(3)**Mr. Isted**

A practical course in scoring for orchestras and bands, involving tonal balance, color, timbre, and technical problems. Scores completed in this class will be performed by campus organizations during the season under the direction of the persons scoring the works. Prerequisite: Music 211.

S220. Methods and Materials in Instrumental Music—(3)**Mr. Isted**

Material for use in band, orchestra, ensemble, and other instrumental groups, with discussion of current methods in teaching instrumental music on the elementary and high school levels.

S245. Modern Music—(3)**Miss Boicourt**

A study of twentieth century music—how it has developed and what its trends are. Opportunity will be given to listen to many illustrations of conspicuous styles, viz., nationalism, realism, impressionism, atonality, polytonality, neo-classicism and jazz. Notice will be taken of the effect of the machine, radio, and the war upon music.

Physical Science

S120. General Chemistry—(3)

Mr. Poland

Non-metals and fundamental principles of chemical science. For home economics majors only. Students who have had 140 may not take this course for credit.

S140. General Chemistry—(6)

Mr. Adams

The first half of a two-semester sequence, including fundamental principles. Students who have had 120 may not take this course for credit.

S150. General Physics—(6)

Mr. Smith

The first half of a two-semester sequence, including elementary mechanics, wave motion, sound, and heat.

S151. General Physics—(6)

Mr. Cross

A continuation of 150 including elementary magnetism, electricity, electronics, optics, and radiation. Prerequisite: Physical Science 150.

S201. Qualitative Analysis—(6)

Mr. Gooding

Lectures on chemical equilibrium as applied to the separation and identification of the anions and cations. Prerequisite: Physical Science 141.

S264. Modern Physics—(3)

Mr. Smith

Recent developments in physics, with emphasis on atomic structure, conduction of electricity through gases, molecular mass and motion, electron charge, mass radiation, spectra, photoelectric phenomena, and quantum theory. Prerequisite: Eight hours each of physics and chemistry, and Mathematics 115.

S276—Introduction to Aeronautics—(3)

Mr. Bey

A general course including units on navigation, theory of flight, meteorology, and civil air regulations. Laboratory demonstrations, films, and actual flight experience are a part of the course.

S282. Principles of Safety Education—(3)

Mr. Adams

For elementary and secondary teachers. Deals with hazards of modern life, particularly those of youth, the investigation and interpretation of casualty statistics, and means employed for inculcating habits of safety. Safety reading material is consulted, charts are made and studied, moving pictures employed, and means considered for promoting safety in both the school and the community. Not primarily concerned with traffic problems.

Social Science

S111. Contemporary Civilization—(3)

Mr. Beyer

Contemporary society and its problems. Descriptive, integrated approach to recent economic changes, their impact upon society, and the governmental attempts to guide and control these changes.

S112. Contemporary Civilization—(3)

Mr. Glasener

A continuation of 111. Problems of contemporary life with stress upon the opportunities and responsibilities of citizens.

- S113. History of Civilization and Culture—(3)** Mrs. Brunk
Primitive man; the ancient cultures; the civilizations of Greece and Rome; the Middle Ages, Constant attention to the evolution of institutions, art, and processes.
- S114. History of Civilization and Culture—(3)** Mrs. Brunk
A continuation of 113. Emphasizes the transition to the Modern World, and attempts to estimate the nature and development of modern civilization.
- S115. History of the United States—(3)** Miss Marshall
The colonial and the early national periods to 1816. Emphasis upon the economic development of the colonies, the struggle for Independence, the social and cultural development of European stock in this country, the formation of a National government, and territorial expansion.
- S116. History of the United States 1816-1900—(3)** Miss Marshall
Westward movement, sectional conflicts, agrarian and industrial revolutions, development of American institutions.
- S117. History of the United States—(3)** Mr. Orr
A continuation of 116, covering the period since the Spanish-American War. A study of America as a world power, with emphasis upon Progressivism, Pan-Americanism, world conflicts, contemporary problems, and cultural developments.
- S119. History of Illinois—(3)** Miss Waldron
The techniques and materials for teaching local history through an understanding of Illinois as a cultural unit. An appreciation of the growth of democratic practices in our local communities.
- S121. Principles of Economics—(3)** Mr. Glasener
Economic thought and current economic theory. Emphasis upon the theory of value and of distribution.
- S166. Introduction to Sociology—(3)** Mr. Kinneman
Descriptions of groups and institutions, together with their folkways; theory introduced to illustrate and clarify current trends; social changes, with their accompanying problems, examined; the importance and methods of social control emphasized.
- S193. Social Science Workshop—(3-6)** Mr. Ellwood, Mr. Horton,
Mr. Miller, Miss Rice
See page 61 for description of course.
- S218. American Life and Institutions—(3)** Miss Tasher
A continuation of 217. An evaluation of elementary texts and illustrative materials. Unit organization, based on life and cultures in modern America.
- S219. American History and Government—(3)** Mr. Orr
For those who must satisfy certain requirements for graduation as set up by the State of Illinois, the emphasis being placed on the growth and development of the American ideal in a democratic state.
- S227. Revolutionary Europe, 1789-1850—(3)** Mr. Harper
The French Revolution, the Revolution of 1830, and that of 1848. Shows the

rise of nationalism and democracy in Western Europe. Prerequisite: Social Science 114.

S228. Nationalism and Imperialism, Europe 1850-1918—(3) Mr. Harper

Forces that led to the World War. Major topics: nationalism, militarism, economic imperialism, systems of alliances, the Balkan problem and the great international crises. Prerequisite: Social Science 114.

S231. Colonial Life and Institutions—(3) Mr. Harper

The transfer of European ideas, institutions, and customs to America, and their subsequent development on American soil. Prerequisite: Social Science 115.

S234. Recent American History—(3) Miss Waldron

Period after the Civil War, stressing such topics as: the industrial development; the rise of the Far West, economic and commercial imperialism; social and economic movements of the twentieth century; the World War and the reaction therefrom. Prerequisites: Social Science 116 or 117.

S243. History of the Far East—(3) Miss Waldron

The peoples and problems of the Orient with reference to their internal development and the part they play in world politics. Prerequisite: Social Science 116 or 117.

S251. American Government—(3) Miss Tasher

The services rendered by government; the processes employed in giving protection to life, liberty, and property; the institutions developed to promote the general welfare.

S254. International Relations—(3) Mr. Beyer

The problems of nationalism, imperialism, war, and peace. The growth of international organizations is emphasized and the whole material is pointed to to the future.

S261. The Community—(3) Mr. Kinneman

The structure, the functioning, and the changes which take place in the community—both rural and urban. Leadership in the community, the organization of the community, and the relation of the community to other institutions.

S280. War and Postwar Economic Problems—(3) Mr. Beyer

The effect of war on economic life. Problems of the return to peacetime production. Cartels and international agreements. Consideration as to how long war-time controls should be continued.

**S293. Social Science Workshop—(3-6) Mr. Ellwood, Mr. Horton,
Mr. Miller, Miss Rice**

See page 61 for description of course.

S358. Public Opinion and Propaganda—(3) Miss Tasher

Basic implications, modern techniques, and current machinery of communication. Control exercised by the folkways, government, business, religion, motion pictures, radio and education. Special attention is focused on those phases of the material which are related to the work of the school.

S410. Social Control of Business—(3)

Mr. Glasener

The development of government regulation of business with emphasis upon major problems and conflicting philosophies underlying proposals for social control of industry.

S439. Cultural History of the United States—(3)

Miss Marshall

American progress in the fine arts, philosophy, literature, and science, and refinements in tastes and manners. Special note is taken of sectional variations and the impact of immigration, urbanization, and industrialization upon the nation's cultural growth.

S469. Educational Sociology—(3)

Mr. Kinneman

Examination of the social implications of the curriculum and how it is derived. Consideration to the diffusion of culture, the culture lag, social control, and social processes. Selection of curricular materials which are objective, functional, institutional, and descriptive.

Speech

S110. Fundamentals of Speech—(3)

Mr. Sorrenson, Miss Yates

Speech as a means of social adaptation and control. Speaking projects to develop awareness of acceptable and unacceptable speech habits and to guide in the acquisition of desirable ones.

S112. Public Speaking—(3)

Mr. Sorrenson

Training in the selection and organization of materials for speeches, in the skillful use of language, and in the giving of informative, emotionally stimulating, persuasive, and entertaining speeches. Prerequisite: Speech 110 or 111.

S122. Oral Interpretation of Literature—(3)

Miss Yates

The fundamental problems involved in getting meanings from the printed page and interpreting them to an audience by means of vocal and bodily expression. Practice in platform reading of prose and poetry. Prerequisite: Sophomore standing and Speech 110 or 111.

S132. Dramatic Production—(3)

Miss Yates

Theatre arts from the standpoint of acting and directing. Studies in pantomime and vocal characterizations. Theory of directing with one-act plays directed, acted, and staged by members of the class. Reading of plays suitable for community and school production.

S211. Phonetics—(3)

Mr. Holmes

The production and representation of English (American) speech sounds with emphasis toward speech re-education.

S212. Speech Re-education—(3)

Mr. Sorrenson

Common deviations in children's speech, the speech sounds, their production, the production of voice, causes of defective speech, and methods of re-education for cases with delayed speech, articulatory, and phonatory defects. Prerequisite: Speech 110.

S213. Advanced Speech Re-education—(3)

Mr. Holmes

A study of defective speech arising from pathological conditions, and of stuttering; methods of re-education. Prerequisite: Speech 212.

S214. Speech Clinic—(3-6)

Mr. Holmes

Diagnostic tests and methods of speech re-education applied to those enrolled in the Summer Speech Re-education Clinic. Students enrolling in this course should have the permission of the instructor. Prerequisite: Speech 212.

Workshops*

S173. Health Education Workshop—(3-6)

**Miss Dean, Miss Fleck,
Mr. Horton**

Designed to meet the needs of teachers and administrators in the correlation of the various resources of school and community into a total health program. The instructional program, individual problems, recent health legislation, and health service procedures are considered. Other departments participating are: Health Service, Home Economics, and Health and Physical Education. Credit applies in the Biological Science Department only. Prerequisite: Teaching experience or Biological Science 238.

S193. Biological Science, Education, Health and Physical Education, and Social Science Workshop—(3-6)

**Mr. Ellwood, Mr. Horton,
Mr. Miller, Miss Rice**

Designed to assist teachers to meet their individual needs. The preparation of study programs; worksheets; units; reading lists; tests; manuscripts for teachers' or students' use; and classroom aids such as maps, charts, graphs, diagrams, models, or pictures. Field trips, nature hikes, and experiments will be organized. Rural and town school programs in elementary science, social studies, health and physical education receive emphasis. Participants select their own problems. Members with similar interests work in groups. There will be daily meetings of the workshops, conferences of smaller groups, and individual conferences of members and instructors. Credit may be applied in the department in which the major portion of the work is done. Special folders giving additional information are available upon request. Prerequisite: Teaching experience.

S273. Health Education Workshop—(3-6)

**Miss Dean, Miss Fleck,
Mr. Horton**

Same as S173 except for senior college students, who will be expected to do a more advanced type of work than those working at the junior college level.

S293. Biological Science, Education, Health and Physical Education, and Social Science Workshop—(3-6)

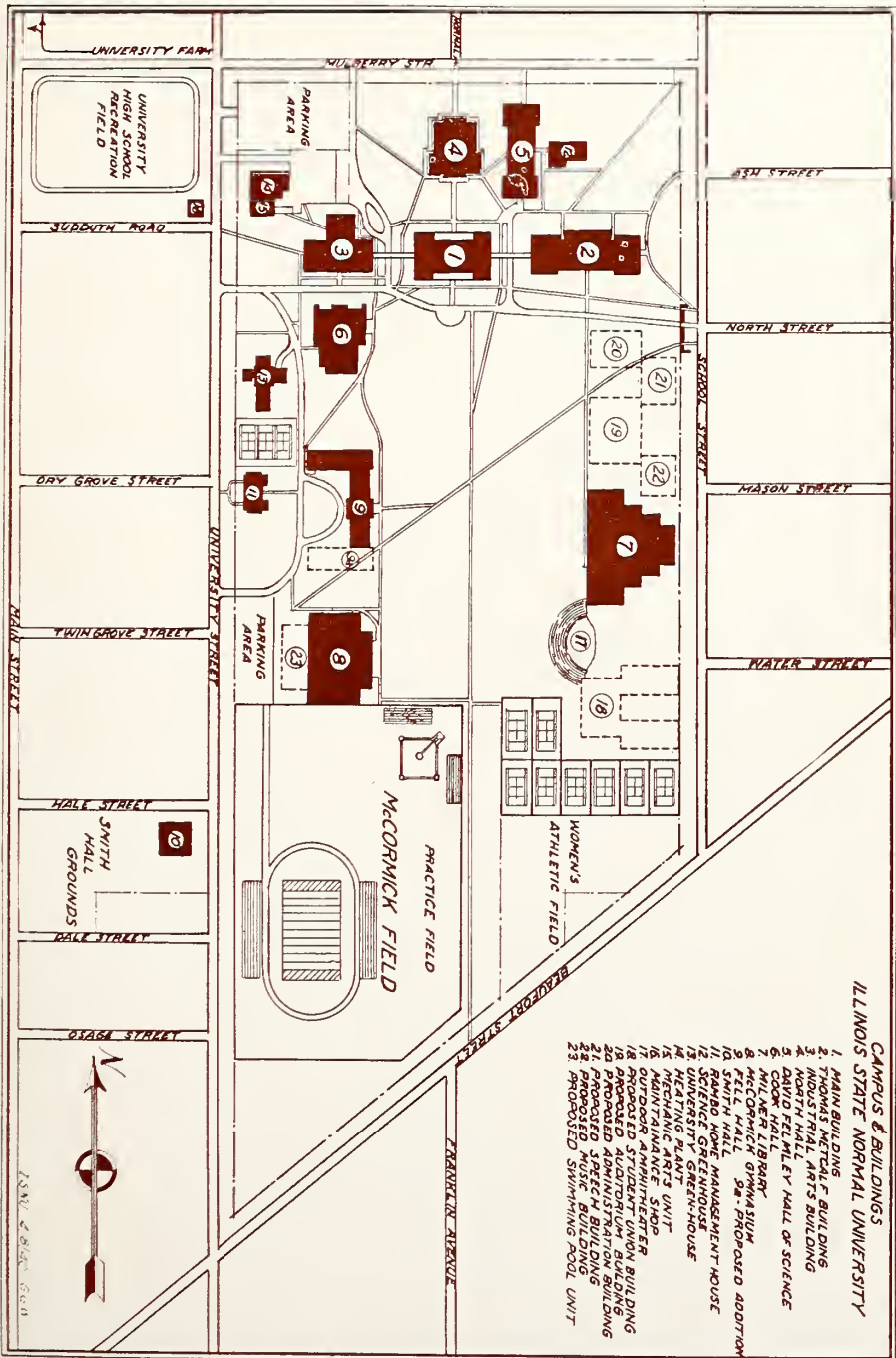
**Mr. Ellwood, Mr. Horton,
Mr. Miller, Miss Rice**

Same as S193 except for senior college students, who will be expected to do a more advanced type of work than those working at the junior college level.

*Six semester hours of workshop credit is the maximum which may be applied toward graduation.

CAMPUS & BUILDINGS ILLINOIS STATE NORMAL UNIVERSITY

1. MAIN BUILDING
2. THOMAS METALLIC BUILDING
3. INDUSTRIAL ARTS BUILDING
4. DAVID FRIDLEY HALL OF SCIENCE
5. COOK HALL
6. MILLER LIBRARY
7. MCCORMICK GYMNASIUM
8. PROPOSED ADDITION
9. SMITH HALL
10. RAMBO HOME MANAGEMENT HOUSE
11. SCIENCE GREENHOUSE
12. HUBBARD GREENHOUSE
13. MECHANICAL ARTS UNIT
14. MAINTENANCE SHOP
15. OUTDOOR AMPHITHEATER
16. PROPOSED AUDITORIUM BUILDING
17. PROPOSED ADMINISTRATION BUILDING
18. PROPOSED SPEECH BUILDING
19. PROPOSED MUSIC BUILDING
20. PROPOSED SWIMMING POOL UNIT



INTERSESSION

June 9–June 29

Three weeks Three semester hours credit

A total of 44 courses available from 16 departments.

OF SPECIAL INTEREST TO:

1. Teachers in service desiring to add as much as possible to their educational preparation during the summer.
2. Those accepting positions calling for instruction in some field where additional study is necessary.
3. Regular students desiring to shorten the period of time necessary for graduation.
4. Service men and women who wish to accelerate their college programs.

**ILLINOIS
STATE NORMAL
UNIVERSITY
BULLETIN**

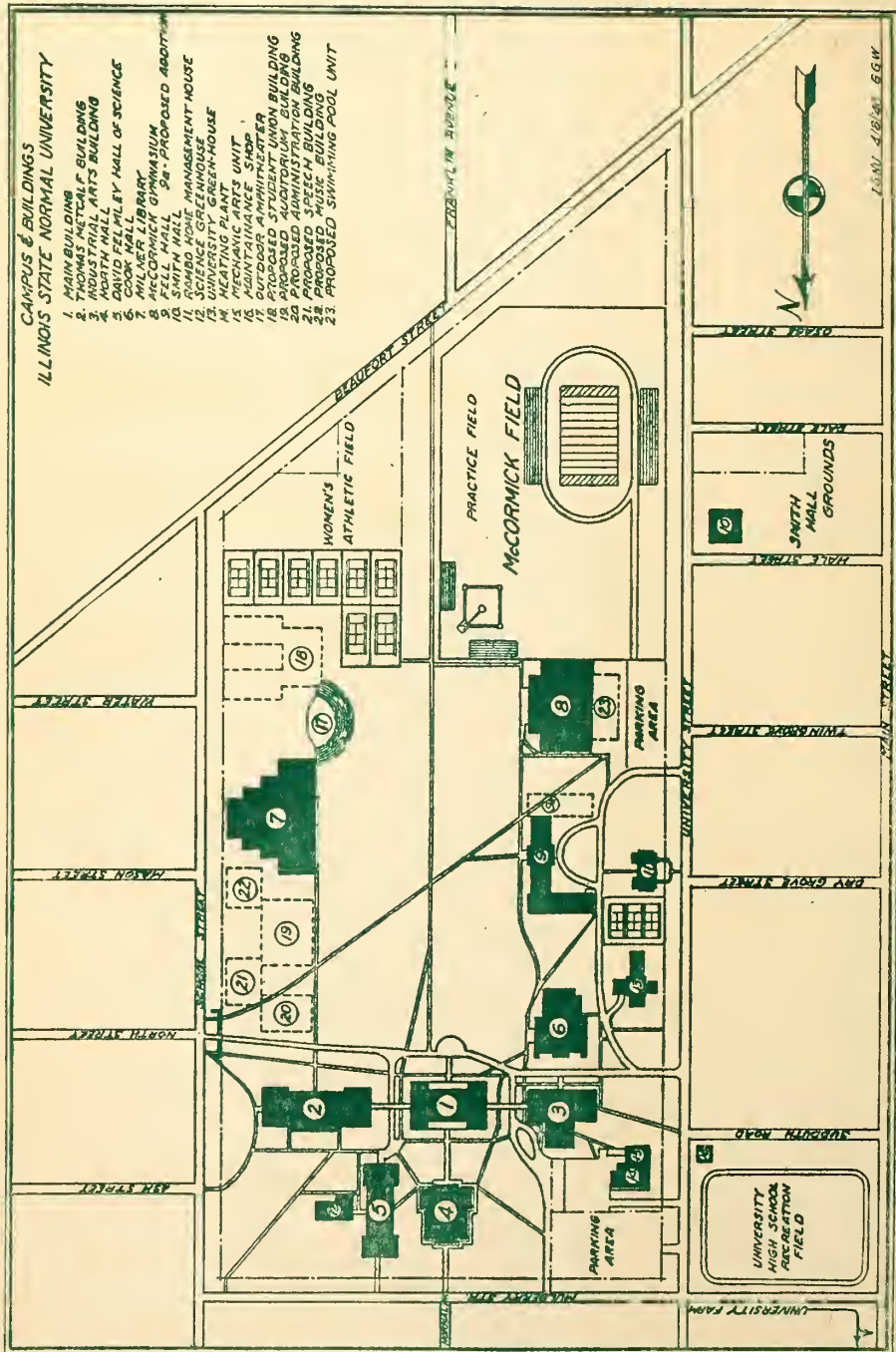


**EIGHTY-SEVENTH
CATALOG ISSUE
1945-1946**



CAMPUS & BUILDINGS ILLINOIS STATE NORMAL UNIVERSITY

1. MAIN BUILDING
2. THOMAS METCALF BUILDING
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9. FETTER HALL
10. SMITH HALL
11. ROMBO HOME MANAGEMENT HOUSE
12. SCIENCE GREENHOUSE
13. HORTICULTURE GREENHOUSE
14. HEATING PLANT
15. MECHANIC ARTS SHOP
16. MAINTENANCE SHOP
17. BOYDOR ANTHEATER
18. PROPOSED STUDENT UNION BUILDING
19. PROPOSED AUDITORIUM BUILDING
20. PROPOSED ADMINISTRATION BUILDING
21. PROPOSED SPEECH BUILDING
22. PROPOSED ARTS BUILDING
23. PROPOSED SWIMMING POOL UNIT



(See Page 2 for Identification of Numbers on Opposite Page)





Illinois State Normal University Bulletin

Eighty-seventh

ANNUAL CATALOG ISSUE

With Announcements for 1945-1946

A State College for Teachers

Accredited by
THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY
SCHOOLS
THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES

PUBLISHED BI-MONTHLY
BY
ILLINOIS STATE NORMAL UNIVERSITY
Normal, Illinois

[Printed by the authority of the State of Illinois]

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IN THE PICTURES

AIR VIEW

1. University Farm, 2. University High School Recreation Field, 3. Smith Hall, 4. McCormick Athletic Field, 5. McCormick Gymnasium, 6. Rambo Home Management Houses, 7. Fell Hall, 8. University Greenhouse, 9. Cook Hall, 10. Mechanic Arts Unit, 11. Heating Plant, 12. Industrial Arts Building, 13. Old Main, 14. North Hall, 15. Felmley Hall of Science, 16. Science Greenhouse, 17. Metcalf Building, 18. Milner Library, 19. Outdoor Amphitheater.

OLD MAIN

This building, completed in 1860 and the oldest building now in use for teacher education in any state teachers college in the United States, houses most of the administration offices and many classrooms of the University.

(669345)



HOW TO MAKE THE BEST USE OF THIS CATALOG

This brief section is designed to aid present and prospective students to make the best use of a catalog that is necessarily detailed. The topics indicated below in italics may be found through the Table of Contents. Other items in more detail may be found through the Index.

IF YOU ARE AN ENTERING FRESHMAN:

1. Be sure to read carefully the section entitled *Expenses and Financial Aids*. Please read every word before you decide definitely to enroll. Oftentimes students enter a University and then have to drop out after a few weeks or months, because they do not have enough money to pay their expenses, which, though lower here than in most colleges, are naturally much higher than those in high school.
2. Turn to the subdivision entitled *Student Organizations and Activities*, if you are interested in learning what extracurricular activities are found at this University.
3. Study carefully the sections entitled *Admission and Registration* and *Student Life*.
4. Study *Organization and Undergraduate Curricula of the University* to see the difference between elementary and secondary work.
5. Read the entire section entitled *Regulations Every Student Should Know* which will be of particular importance to all students.
6. Enjoy a preliminary visit to the University through the description found under *Buildings, Campus, and General Equipment*.

IF YOU ARE A TRANSFER STUDENT:

1. Be sure to read the section *General Provisions Concerning Advanced Credits*, in addition to the sections mentioned above.

IF YOU ARE A FORMER STUDENT:

1. Read again the *Regulations Every Student Should Know* as there may have been changes since you were last in school.
2. Be sure to know the requirements of your curriculum and of your teaching fields if you are in the secondary curriculum.

IF YOU ARE A GRADUATE STUDENT:

1. Read the entire section entitled *Graduate School*.
2. Inform yourself concerning the requirements of your curriculum as indicated on page 59.

IF YOU ARE A VETERAN:

1. Read the section entitled *Services for War Veterans* found on page 33.

UNIVERSITY CALENDAR

1945-1946

Interession. 1945

Saturday, June 9—Registration, 8:00-12:00 a.m.
Monday, June 11—Classwork begins.
Friday, June 29—Interession ends.

Summer Session, 1945

Monday, July 2—Registration for University, University High School, Metcalf Elementary School, and Off-Campus Affiliated Schools.
Tuesday, July 3—Classwork begins.
Wednesday, July 4—Independence Day Holiday.
Tuesday, Wednesday, Thursday, July 17, 18, 19—Educational Conference and Exhibit.
Friday, August 24—Summer Session ends. Summer Commencement, 3:30 p.m.

First Semester, 1945

Monday, September 10—Opening of Metcalf Elementary School, University High School, and Off-Campus Affiliated Schools. University student teachers report for duty.
Monday, September 10—Faculty Meeting, 3:00 p.m.
Monday, September 10—Meeting of Faculty Counselors, 4:30 p.m.
Tuesday, September 11—Freshmen report as directed, 9:30 a.m. Every entering Freshman must be present from September 11 through 14 to complete registration and meet other requirements.
Friday, September 14—Registration for former Freshmen and Upperclassmen.
Monday, September 17—All University classwork begins. Registration for late afternoon, evening, and Saturday classes, 7:00 p.m.
Friday and Saturday, October 26 and 27—Annual Homecoming.
Wednesday, November 21—Thanksgiving Vacation begins, 12:00 noon.
Monday, November 26—Thanksgiving Vacation ends, 8:00 a.m.
Friday, December 21—Christmas Vacation begins after scheduled classes.

1946

Monday, January 7—Christmas Vacation ends, 8:00 a.m.
Monday through Thursday, January 21 through 24—Semester Examinations.
Friday, January 25—First Semester ends.

Second Semester, 1946

Monday, January 28—Registration. Registration for late afternoon, evening, and Saturday classes, 7:00 p.m.
Tuesday, January 29—Classwork begins.
Monday, March 4—Central Division of Illinois Education Association. Campus and affiliated schools not in session.
Tuesday, April 16—Spring Vacation begins after scheduled classes.
Tuesday, April 23—Spring Vacation ends, 8:00 a.m.
Monday through Thursday, May 27 through 30—Semester Examinations.
Friday, May 31—Second Semester ends.
Sunday, June 2—Baccalaureate.
Monday, June 3—Alumni Reunion and Luncheon.
Monday, June 3—University Commencement, 3:00 p.m.

Interession. 1946

Saturday, June 8—Registration, 8:00-12:00 a.m.
Monday, June 10—Classwork begins.
Friday, June 28—Interession ends.

Summer Session, 1946

Monday, July 1—Registration for University, University High School, Metcalf Elementary School, and Off-Campus Affiliated Schools.
Tuesday, July 2—Classwork begins.
Thursday, July 4—Independence Day Holiday.
Tuesday, Wednesday, Thursday, July 16, 17, 18—Educational Conference and Exhibit.
Friday, August 23—Summer Session ends. Summer Commencement, 3:30 p.m.

STATE OF ILLINOIS

DWIGHT H. GREEN

Governor

DEPARTMENT OF REGISTRATION AND EDUCATION

THE TEACHERS COLLEGE BOARD

Ex-Officio Members

FRANK G. THOMPSON

Director of Registration and Education (Springfield)
Chairman

VERNON L. NICKELL

Superintendent of Public Instruction (Springfield)
Secretary

Appointed Members

1937-1943

MR. J. D. DILL.....Carbondale
MISS HARRIET MCINTIRE.....Mendota

1939-1945

*MR. JACOB E. ALSCHULER.....Aurora
MR. CHARLES E. McMORRIS.....Marshall
MRS. HELEN ROSE PEGELOW.....Mattoon

1941-1947

DR. PRESTON BRADLEY.....Chicago
MR. RUSSELL L. GUIN.....Danville
MR. LINDELL W. STURGIS.....Metropolis

1943-1949

MR. RICHARD F. DUNN.....Normal

MR. ELMER P. HITTER, Coordinator.....Springfield

* Resigned.

Under the provisions of the Civil Administrative Code Illinois State Normal University is governed by a board consisting of eleven members, known as the Teachers College Board. The Director of Registration and Education is ex-officio chairman of the Teachers College Board and the State Superintendent of Public Instruction is ex-officio its secretary. Nine other members are appointed by the governor for terms of six years. This board is the governing body for the five state teachers colleges of Illinois.

OFFICES OF ADMINISTRATION

Office of the President

RAYMOND W. FAIRCHILD, Ph.D.....*President*
LESLIE A. HOLMES, Ph.D.....*Administrative Assistant to the President*
DOROTHY W. KING.....*Secretary to the President*

Office of the University Dean

CHRIS A. DE YOUNG, Ph.D.....	Dean
ARTHUR H. LARSEN, Ph.D.....	Assistant Dean
LOTTIE V. BOUNDY, B.Ed.....	Assistant to the Dean
VIRGINIA D. CHILDRESS, B.Ed.....	Secretary to the Dean

Office of the Dean of Women

ANNA L. KEATON, Ph.D.....*Dean*
EDNA B. SLUDER.....*Secretary to the Dean of Women*

Office of the Dean of Men

RALPH H. LINKINS, A.M.....*Dean*
HELEN MCCLERNON, B.Ed.....*Secretary to the Dean of Men*

Office of the Director of the Training Schools

JOHN W. CARRINGTON, Ph.D.....*Director of the Training Schools*
Director of the Bureau of Appointments
LORENE A. MEEKER.....*Secretary to the Director of the Training Schools*
Assistant Director of the Bureau of Appointments
SARAH FOX.....*Secretary to the Director of the Training Schools*

Office of the Director of Integration

FLOYD T. GOODIER, A.M.....*Director of Integration*
Coordinator of Services for Veterans
 MARY RUTH TURNER.....*Secretary to the Director of Integration*

Office of the Registrar and Recorder

ELSIE BRENNEMAN, M.A.....*Director of Admissions and Registrar*
JANE BUG, B.S. in Ed.....*Assistant to the Registrar*
ELBA ZANNI.....*Secretary to the Registrar*
FERNE M. MELROSE, B.Ed.....*Recorder*

Office of University Health Service

RACHEL M. COOPER, M.D.....*Director of University Health Service*
GYNETH WEBER, R.N.....*University Nurse*
ANNA F. STAKER.....*Office Assistant*

Office of Alumni and Publicity

GERTRUDE M. HALL, A.M.....*Director of Alumni Relations*
Director of Publicity
WILHELMINA S. RICH.....*Secretary to the Director of Publicity*
JANET M. DOHMANN, B.Ed.....*Alumni Secretary*

Business Office

PRESTON M. ENSIGN, B.Ed.....	<i>Business Manager</i>
RUTH V. CLEM, B.S. in Ed.....	<i>University Accountant</i>
GLORIA PIAZZI, B.S. in Ed.....	<i>Secretary to the Business Manager</i>
ELEANOR CRONE.....	<i>Assistant in the Business Office</i>
FERNE A. ROSEMAN.....	<i>Cashier</i>

UNIVERSITY SENATE

- R. W. Fairchild (Chairman), President of the University.
C. A. De Young (Vice Chairman), Dean of the University.
Elsie Brenneman (Secretary), Registrar of the University.
H. W. Adams, Head of the Department of Physical Science.
W. A. L. Beyer, Head of the Department of Social Science.
J. W. Carrington, Director of Student Teaching.
Margaret Cooper, Director of the Division of Elementary Education.
C. E. Decker, Director of the Division of Secondary Education.
Henrietta Fleck, Director of the Division of Home Economics Education.
Esther French, Head of the Department of Health and Physical Education for Women.
F. T. Goodier, Director of Integration.
Gertrude M. Hall, Director of Publicity.
Herbert R. Hiatt, Head of the Department of English.
F. L. D. Holmes, Director of the Division of Speech Education.
L. A. Holmes, Administrative Assistant to the President.
Louis Hoover, Director of the Division of Art Education.
C. E. Horton, Director of the Division of Health and Physical Education.
Victor M. Houston, Principal of University High School.
C. W. Hudelson, Director of the Division of Agriculture Education.
Anna L. Keaton, Dean of Women.
Emma R. Knudson, Acting Director of the Division of Music Education.
E. M. R. Lamkey, Head of the Department of Biological Science.
A. H. Larsen, Assistant Dean of the University.
H. O. Lathrop, Head of the Department of Geography.
R. H. Linkins, Dean of Men.
C. N. Mills, Head of the Department of Mathematics.
Clarence Orr, Director of Extension Service.
Rose E. Parker, Director of the Division of Special Education.
John L. Reusser, Principal of Illinois Soldiers' and Sailors' Children's School.
H. H. Schroeder, Dean Emeritus of the University.
R. M. Stombaugh, Director of the Division of Industrial Arts Education.
Mae C. Warren, Director of Fell Hall.
Eléanor W. Welch, Head Librarian.
Jennie A. Whitten, Head of the Department of Foreign Languages.
A. R. Williams, Director of the Division of Business Education.

* FACULTY COMMITTEES

SCHOOL YEAR, 1944-1945

FACULTY PERSONNEL AREA—F. T. GOODIER, *Coordinator*

Professional Affairs—Stella V. Henderson (Chairman), Bertha Royce (Vice Chairman), W. A. L. Beyer, Huberta Clemans, Bernice Cooper, Margaret Cooper, R. A. Gleisner, Nina Gray, Ruth Huggins, H. H. Schroeder, Ethel Stein, Dale Vetter, Nell B. Waldron, Jennie A. Whitten.

Financial Affairs—F. L. D. Holmes (Chairman), E. L. Cole (Vice Chairman), H. F. Admire, Regina Connell, Clara Kepner, W. C. McDaniel.

Social Affairs—Gladys Tipton (Chairman), Mae C. Warren (Vice Chairman), Elsie Bergland, Elsie Grime, Olivia Hansen, Louis Hoover, B. L. O'Connor, Agnes Rice.

STUDENT PERSONNEL AREA—ELSIE BRENNEMAN, *Coordinator*

Freshman Week—R. M. Stombaugh (Chairman), W. I. De Wees (Vice Chairman), Frances Conkey, Bernice Frey, Arley Gillett, Anna L. Keaton, R. H. Linkins, S. S. Marzolf, Agnes Rice, W. F. Sherrard, Mae C. Warren, Eleanor Welch.

Student Personnel—Frances Conkey (Chairman), Anna L. Keaton (Vice Chairman), Karl Bleyl, C. E. Decker, C. M. Dillinger, L. A. Holmes, R. H. Linkins, L. W. Miller, Mae C. Warren.

Religious Life—Bernice Frey (Chairman), Neva McDavitt (Vice Chairman), Ruth Cole, C. W. Gamer, Olivia Hansen, Margaret Peters, Mary Webb, Ruth Zimmerman.

Student Financial Aid—F. R. Glasener (Chairman), Margery Ellis (Vice Chairman), Harold Koepke, T. J. Lancaster, Ferne Melrose.

STUDENT ACTIVITIES AREA—R. G. BROWNE, *Coordinator*

Apportionment—J. W. Green (Chairman), J. E. Young (Vice Chairman), H. I. Fielding, H. J. Ivens, Helen E. Marshall.

Athletics—L. W. Miller (Chairman), H. J. Ivens (Vice Chairman), Esther French, H. J. Hancock, J. E. Houghton, L. E. Laubaugh, T. E. Rine, R. M. Stombaugh.

Entertainments, Concerts, and Lectures—R. H. Linkins (Chairman), J. E. Fraley (Vice Chairman), H. F. Admire, Mabel Clare Allen, C. L. Cross, C. E. Decker, Louis Hoover, Ruth Lambertus, Ferne Melrose, H. W. Peithman, L. S. Smith, B. M. Thompson.

Forensics—Ruth Yates (Chairman), Leslie M. Isted (Vice Chairman), G. B. Barber, Douglas R. Bey, Alice Ebel, F. L. D. Holmes.

Student Publications—Esther Vinson (Chairman), Mary Parker (Vice Chairman), Ruth Huggins, Lucile Klauser, Thelma Nelson, Bernalillo Williams.

PUBLIC RELATIONS AREA—R. U. GOODING, *Coordinator*

Adult Education—C. A. Harper (Chairman), Alice Ebel (Vice Chairman), J. W. Carrington, Henrietta Fleck, Thelma Force, Wezette Hayden, Clara Kepner, J. A. Kinneman, Neva McDavitt, H. O. Reed, J. L. Reusser, Elizabeth Russell, Alice Sheveland, Eunice Speer, Thalia Tarrant.

* The President and Dean are ex-officio members of all committees. The Registrar is an ex-officio member of the Commencement and Public Relations Committees. The Coordinators are ex-officio members of the committees of their respective areas.

FACULTY COMMITTEES—(Continued)

Commencement—B. L. O'Connor (Chairman), T. J. Douglass (Vice Chairman), Frances Conkey, C. L. Cross, W. I. De Wees, R. O. Gray, Olivia Hansen, L. A. Holmes, Max Honn, C. E. Horton, Emma R. Knudson, Grace Shea, W. F. Sherrard, O. L. Young.

Community Chest—R. S. Ellwood (Chairman), Bertha Royce (Vice Chairman), Helen E. Marshall, Lela Winegarner, J. T. Cogdal, Christine A. Thoene, Douglas R. Bey, Dorothy G. Brunk, Lenore Geweke.

Editorial—Florence E. Teager (Chairman), H. I. Fielding (Vice Chairman), Max Honn, Lucile Tasher.

Homecoming—Arley Gillett (Chairman), H. O. Reed (Vice Chairman), Mabel Clare Allen, Lucile Crosby, Alta Day, R. O. Gray, J. W. Green, H. J. Hancock, Clara Kepner, Mary Parker, L. O. Poland, Bertha Royce, W. F. Sherrard, Margaret Westhoff, J. E. Young.

Radio—Helen E. Marshall (Chairman), Karl Bleyl (Vice Chairman), Mary Arnold, G. B. Barber, E. L. Cole, Nina Gray, Ruth Yates.

Public Relations—L. A. Holmes (Chairman), W. I. De Wees, Gertrude M. Hall, C. A. Harper, Clarence Orr, R. M. Stombaugh, Gladys Tipton, Bernalillo Williams.

CURRICULUM, SCHOLARSHIP, AND TEACHING PROCEDURES AREA

V. M. HOUSTON, *Coordinator*

Audio-Visual Education—C. L. Cross (Chairman), L. O. Poland (Vice Chairman), Gladys Bartle, Dorothy G. Brunk, Leslie M. Isted, C. T. McCormick, Gertrude Plotnicky, Alice Ralston, Ruth Zimmerman.

Curriculum—Rose Parker (Chairman), Ruth Stroud (Vice Chairman), W. A. L. Beyer, Mary Buell, J. W. Carrington, Huberta Clemans, Mabel Crompton, Margaret Cooper, Elizabeth Dean, C. M. Dillinger, A. W. Dragoo, Margery Ellis, R. S. Ellwood, Elinor Flagg, Esther French, Clara Guthrie, L. W. Hacker, H. R. Hiatt, Emma R. Knudson, L. E. Laubaugh, Alice Ogle, Margaret Peters, L. O. Poland, J. L. Reusser, F. S. Sorrenson, Rosemary Suranovic, J. E. Young.

Libraries and Museums—H. R. Hiatt (Chairman), Blanche McAvoy (Vice Chairman), Gladys Bartle, Dorothy Hinman, C. W. Hudelson, Edna Kelley, Edna Gueffroy, E. M. R. Lamkey, A. H. Larsen, H. O. Lathrop, Gertrude O'Connor, Gertrude Plotnicky, Louise Stubblefield, Dale Vetter, Nell B. Waldron, Eleanor Welch.

Research—S. S. Marzolf (Chairman), A. H. Larsen (Vice Chairman), Henrietta Fleck, F. R. Glasener.

Scholarship—H. O. Lathrop (Chairman), Gerda Okerlund (Vice Chairman), Ethel Burris, H. I. Fielding, Thelma Force, Stella V. Henderson, Harold Koepke, C. T. McCormick, S. S. Marzolf, C. N. Mills, H. H. Schroeder.

WAR SERVICE AREA—LAURA H. PRICER, *Coordinator*

War Funds—T. J. Lancaster (Chairman), R. S. Ellwood (Vice Chairman), T. E. Rine.

War Literature and Library—Eleanor Welch (Chairman), Margaret Lawrence (Vice Chairman), Blaine Boicourt, Blanche McAvoy.

Student War Activities—Josephine Ross (Chairman), Mabel Crompton (Vice Chairman), Mary Buell, Elinor Flagg, Mary Webb, Lela Winegarner.

War Records—Gertrude Hall (Chairman), Douglas R. Bey (Vice Chairman), Alta Day, T. J. Douglass.

Governmental Relations and Americanism—C. F. Malmberg (Chairman), C. W. Gamer (Vice Chairman), Lucile Z. Crosby, A. W. Dragoo, C. W. Hudelson.

FACULTY

1944-1945

ADMINISTRATIVE COUNCIL

- RAYMOND WILBER FAIRCHILD, Ph.D., LL.D., (1933)* *President of the University*
A.B., A.M., University of Michigan; Ph.D., Northwestern University; LL.D., Illinois Wesleyan University; University of Illinois; University of Chicago.
- LESLIE A. HOLMES, Ph.D., (1936) *Administrative Assistant to the President*
Associate Professor of Geography
B.S., M.S., Ph.D., University of Illinois; University of Iowa.
- CHRIS A. DE YOUNG, Ph.D., (1934) *Dean of the University*
Director of the Summer Session
Professor of Education
A.B., Hope College; M.A., Teachers College, Columbia University; Ph.D., Northwestern University.
- ARTHUR HOFF LARSEN, Ph.D. (1935) *Assistant Dean of the University*
Associate Professor of Education
Acting Head of the Department of Education and Psychology
B.Ed., State Teachers College, Superior, Wisconsin; Ph.M., Ph.D., University of Wisconsin; University of Chicago.
- HERMAN HENRY SCHROEDER, A.M., (1913) *Dean Emeritus of the University*
Professor of Education
Ph.B., Cornell College; A.M., University of Chicago; Teachers College, Columbia University.
- ANNA LUCILE KEATON, Ph.D., (1937) *Dean of Women*
Associate Professor of English
A.B., Southwestern College, Winfield, Kansas; A.M., University of Kansas; Ph.D., University of Chicago.
- OLIVE LILLIAN BARTON, A.M., (1906) *Dean of Women Emerita*
Associate Professor
A.B., University of Illinois; A.M., University of Chicago; Illinois State Normal University.
- RALPH HARLAN LINKINS, A.M., (1917) *Dean of Men*
Associate Professor of Biological Science
A.B., Illinois College; A.M., University of Illinois.
- JOHN WESLEY CARRINGTON, Ph.D., (1933) *Director of the Training Schools*
Director of the Bureau of Appointments
Professor of Education
B.S., A.M., University of Illinois; Ph.D., Northwestern University; Illinois State Normal University.
- FLOYD TOMPKINS GOODIER, M.A., (1935) *Director of Integration*
Associate Professor of Education
A.B., Colgate University; M.A., Teachers College, Columbia University; University of Chicago.
- ELSIE BRENNEMAN, M.A., (1927) *Director of Admissions and Registrar*
Assistant Professor of Education
B.Ed., Illinois State Normal University; M.A., Northwestern University.

* Note.—Figures in parentheses indicate year of first employment in this University. Institutions listed after highest degree are other schools attended at some time.

STAFF OF INSTRUCTION

- HOWARD WILLIAM ADAMS, S.M., (1909) *Professor of Physical Science*
Head of the Department of Physical Science
 B.S., Iowa State College; S.M., University of Chicago; Armour Institute of Technology; University of Illinois.
- HARRY FRANKLIN ADMIRE, A.M., (1923) *Assistant Professor of*
Business Education
 B.Ed., Illinois State Normal University; A.M., University of Illinois; Valparaiso University.
- MABEL CLARE ALLEN, M.A., (1929) *Assistant Professor of Speech*
 A.B., Bradley Polytechnic Institute; M.A., Northwestern University; Central School of Speech, London; Teachers College, Columbia University.
- MARION CAMPBELL ALLEN, M.A., (1927) *Assistant Professor of Art*
 B.A.E., Chicago Art Institute; M.A., Teachers College, Columbia University; Pratt Institute; Chicago Academy of Fine Arts; University of Chicago; University of Illinois; Art Colony, Woodstock, New York.
- MARY SUSAN ARNOLD, A.M., (1939) *Instructor and Supervising Teacher*
in the Third Grade
 A.B., Illinois Wesleyan University; B.Ed., Illinois State Normal University; A.M., University of Michigan; University of Colorado.
- EDITH IRENE ATKIN, M.A., (1909) *Associate Professor of Mathematics*
(Emerita)
 A.B., University of Michigan; M.A., Teachers College, Columbia University; Michigan State Normal College; University of Chicago.
- G. BRADFORD BARBER, M.A., (1944) *Assistant Professor of Speech*
 B.Ed., Western Illinois State Teachers College; M.A., University of Iowa; University of Illinois; University of Southern California.
- THOMAS MORSE BARGER, M.S., (1913) *Assistant Professor of Physical*
Science (Emeritus)
 A.B., M.S., University of Illinois; Illinois State Normal University.
- GLADYS L. BARTLE, Ph.D., (1930) *Assistant Professor of Art*
 B.S., M.S., Ph.D., University of Wisconsin; International School of Art; Chicago Academy of Fine Arts.
- ELSIE BERGLAND, M.S., (1932) *Assistant Professor of Health and*
Physical Education
 B.S., M.S., University of Wisconsin; University of Michigan.
- DOUGLAS R. BEY, A.M., (1944) *Assistant Professor of Mathematics*
 B.A., Cornell College; A.M., University of Illinois.
- WILLIAM ANDREW LAWRENCE BEYER, A.M., (1909) *Professor of*
Social Science
Head of the Department of Social Science
 A.B., A.M., Ohio State University; University of Chicago; Columbia University; University of Illinois.

- KARL BLEYL, Ph.D., (1943) *Assistant Professor of Biological Science*
B.S., Sam Houston State Teachers College, Huntsville, Texas; A.M., Colorado State College of Education; Ph.D., University of Michigan.
- BLAINE BOICOURT, M.A., (1926) *Assistant Professor of Music*
B.Mus.Ed., Northwestern University; M.A., Teachers College, Columbia University; Cincinnati Conservatory of Music; Southern Illinois State Normal University; Illinois State Normal University; Juilliard School of Music, New York.
- RICHARD GIBBS BROWNE, Ph.D., (1928) *Associate Professor of Social Science*
A.B., A.M., University of Illinois; Ph.D., Northwestern University; Southern Illinois State Normal University; University of Chicago.
- DOROTHY GARRETT BRUNK, M.A., (1925) *Assistant Professor of Social Science*
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University; University of Illinois.
- * ROSE BURGESS BUEHLER, A.M., (1930) *Assistant Professor and Supervising Teacher in the Second Grade*
B.Ed., Illinois State Normal University; A.M., University of Chicago; Wheaton College; Teachers College, Columbia University.
- MARY ELIZABETH BUELL, M.A., (1926) *Assistant Professor of Home Economics*
Ph.B., University of Chicago; M.A., Teachers College, Columbia University; University of Illinois; University of California.
- ETHEL M. BURRIS, A.M., (1936) *Assistant Professor of Education*
Ph.B., A.M., University of Chicago; University of Illinois; Teachers College, Columbia University; Harvard University; Oxford University.
- KATHERINE E. CARVER, A.M., (1922) *Assistant Professor of Foreign Languages (Emerita)*
A.B., Valparaiso University; A.B., Cornell University; A.M., University of Chicago; University of Wisconsin; University of Illinois.
- HUBERTA CLEMANS, M.A., (1936) *Assistant Professor and Supervising Teacher in the Sixth Grade*
A.B., Cornell College; M.A., Teachers College, Columbia University; University of Illinois.
- JOSEPH T. COGDAL, A.M., (1927) *Associate Professor of Health and Physical Education*
A.B., James Millikin University; A.M., University of Illinois; Northwestern University; Illinois State Normal University.
- EDWARD LE ROY COLE, Ed.D., (1931) *Associate Professor of Education*
A.B., A.M., University of Michigan; Ed.D., University of California; Michigan State Normal College.
- RUTH L. COLE, M.A., (1944) *Instructor and Supervising Teacher in the Second Grade*
B.Ed., National College of Education; M.A., Northwestern University; University of Wisconsin; Washington University.
- FRANCES CONKEY, M.S., (1936) *Associate Professor of Home Economics*
B.S., James Millikin University; B.S., University of Illinois; M.S., Iowa State College; Teachers College, Columbia University.

* Leave of absence in 1944-1945 school year.

- MARGUERITE REGINA CONNELL, Ed.D., (1928) *Assistant Professor of Foreign Languages*
B.Ed., Illinois State Normal University; A.M., University of Illinois; Ed.D., Teachers College, Columbia University; University of Chicago; University of Colorado.
- BERNICE COOPER, M.A., (1944) *Assistant Professor of Health and Physical Education*
B.S., M.A., University of Iowa.
- MARGARET COOPER, Ed.D., (1932) *Professor of Education*
Director of the Division of Elementary Education
B.A., Carleton College; M.A., Ed.D., Teachers College, Columbia University; State Teachers College, Mankato, Minnesota.
- RACHEL MERRILL COOPER, M.D., (1928) *Director of University Health Service*
M.D., University of Illinois; Women's and Children's Hospital, Chicago; New York Post Graduate Medical School; Washington University Medical School.
- MABEL PERCIE CROMPTON, S.M., (1924) *Assistant Professor of Geography*
B.Ed., Illinois State Normal University; S.M., University of Chicago.
- CLARENCE LE ROY CROSS, M.S., (1925) *Associate Professor of Physical Science*
B.S., State Teachers College, Emporia, Kansas; M.S., University of Iowa; Cornell University.
- ALTA JOSEPHINE DAY, M.A., (1928) *Assistant Professor of Business Education*
B.A., Lawrence College; M.A., Teachers College, Columbia University; University of California; Gregg College.
- B. ELIZABETH DEAN, M.S., M.P.H., (1934) *Assistant Professor of Biological Science*
A.B., Ottawa University; M.S., University of Iowa; M.P.H., University of Minnesota; University of Michigan; University of Wisconsin.
- CHARLES ERNEST DECKER, Ed.D., (1925) *Professor of Education*
Director of the Division of Secondary Education
A.B., Aurora College; M.A., University of Wisconsin; Ed.D., New York University; Nova Scotia Normal College; University of Illinois.
- *WILLIAM I. DE WEES, Ed.D., (1937) *Assistant Professor of Agriculture*
B.S., A.M., University of Illinois; Ed.D., The Pennsylvania State College; University of Chicago; State Teachers College, Fort Hays, Kansas.
- LORA MARY DEXHEIMER, (1902) *Instructor and Supervising Teacher (Emerita)*
Illinois State Normal University; Teachers College, Columbia University; University of Chicago.
- CLAUDE M. DILLINGER, Ph.D., (1944) *Assistant Professor of Psychology*
B.S., State Teachers College, Kirksville, Missouri; A.M., Ph.D., University of Missouri.
- JESSIE MAY DILLON, (1900) *Instructor and Supervising Teacher (Emerita)*
Illinois State Normal University; University of Chicago.
- THOMAS JAY DOUGLASS, M.S., (1928) *Assistant Professor of Agriculture*
B.S., M.S., University of Illinois; National Agricultural School of France; A.E.F. University, France.

* Leave of absence in 1944-1945 school year.

- ALVA W. DRAGOO, M.S., (1919) *Assistant Professor of Industrial Arts*
B.Ed., Illinois State Normal University; M.S., Iowa State College; Eastern Illinois State Teachers College; University of Wisconsin.
- * ALICE L. EBEL, A.M., (1934) *Instructor in the Teaching of Social Science*
A.B., Heidelberg College; A.M., University of Chicago; Northwestern University; University of Southern California; George Peabody College for Teachers.
- CLARA ELIZABETH ELA, (1888) *Instructor in Art (Emerita)*
Illinois State Normal University; Massachusetts Normal Art School.
- MARGERY ALICE ELLIS, A.M., (1927) *Assistant Professor of Foreign Languages*
Ph.B., A.M., University of Chicago; University of Paris; Ecole Normale de Seine et Oise, France; Institut Phonétique, University of Paris; Valparaiso University; University of California.
- ROBERT SCOTT ELLWOOD, Ed.D., (1932) *Assistant Professor of the Teaching of Social Science*
B.S., State Teachers College, Kirksville, Missouri; M.A., University of Alabama; Ed.D., Indiana University; University of Toledo; University of Missouri; Kansas State College; Hillsdale College; St. Stephen's College, New York; Northwestern University.
- LURA M. EYESTONE, B.S., (1901) *Instructor and Supervising Teacher (Emerita)*
B.S., Teachers College, Columbia University; Illinois State Normal University; University of Chicago; Northwestern University.
- HOWARD I. FIELDING, Ph.D., (1944) *Associate Professor of English*
A.B., Mt. Union College, Alliance, Ohio; Ph.D., University of Wisconsin; Denison University, Granville, Ohio.
- ELINOR BERTHA FLAGG, M.S., (1925) *Assistant Professor of Mathematics*
B.S., M.S., University of Illinois; Eastern Illinois State Teachers College; University of Chicago; University of Colorado; Washington University.
- HENRIETTA C. FLECK, Ph.D., (1944) *Professor of Home Economics
Director of the Division of Home Economics Education
Head of the Department of Home Economics*
B.S., University of Nebraska; M.S., Teachers College, Columbia University; Ph.D., Ohio State University; State Teachers College, Peru, Nebraska; University of Colorado; University of Chicago.
- THELMA GLADYS FORCE, M.A., (1932) *Assistant Professor of Education*
B.S., M.A., University of Minnesota; University of Chicago; Moorhead State Teachers College; St. Cloud State Teachers College; Teachers College, Columbia University.
- * JOHN EUGENE FRALEY, M.S., (1929) *Assistant Professor of Biological Science*
B.Ed., Illinois State Normal University; M.S., University of Illinois; University of Michigan; University of Colorado; Northern Illinois State Teachers College.
- ESTHER L. FRENCH, Ph.D., (1944) *Professor of Health and Physical Education
Head of the Department of Health and Physical Education for Women*
B.S., M.A., Ph.D., University of Iowa; Illinois State Normal University.

* Leave of absence in 1944-1945 school year.

- BERNICE GERTRUDE FREY, A.M., (1930) *Assistant Professor of Health and Physical Education*
B.A., Ohio Wesleyan University; A.M., Ohio State University; University of Wisconsin; University of California; University of Colorado.
- * HAROLD EUGENE FRYE, M.A., (1931) *Assistant Professor of Health and Physical Education.*
B.Ed., University of Akron; M.A., New York University; Ohio State University.
- LENORE GEWEKE, Ph.D., (1944) *Assistant Professor of Foreign Languages*
B.A., Northwestern College, Watertown, Wisconsin; M.A., Ph.D., University of Wisconsin.
- ARLEY FREDERICK GILLET, M.A., (1944) *Instructor in Health and Physical Education*
B.Ed., Illinois State Normal University; M.A., New York University.
- F. RUSSELL GLASENER, Ph.D., (1935) *Associate Professor of Social Science*
B.A., Iowa State Teachers College; M.A., Ph.D., University of Iowa.
- RALPH URBAN GOODING, Ph.D., (1931) *Associate Professor of Physical Science*
B.S., Ph.D., University of Wisconsin.
- *NINA E. GRAY, Ph.D., (1935) *Assistant Professor of Biological Science*
B.A., DePauw University; M.A., Ph.D., University of Wisconsin; Marine Biological Laboratories, Massachusetts; University of Wisconsin Medical School; University of North Carolina.
- JOHN WILLIAM GREEN, M.S., (1939) *Assistant Professor of Agriculture*
B.S., Purdue University; M.S., University of Illinois; University of Chicago.
- ELSIE MORRELL GRIME, M.A., (1942) *Assistant Professor and Supervising Teacher in the Kindergarten*
B.S., M.A., University of Minnesota; State Teachers College, Winona, Minnesota; University of Colorado.
- EDNA MAY GUEFFROY, A.M., (1929) *Assistant Professor of Geography*
B.Ed., Illinois State Normal University; A.M., Clark University; University of Chicago; University of Washington; University of Hawaii.
- *LINDER W. HACKER, M.A., (1925) *Associate Professor of Education*
B.Ed., Illinois State Normal University; M.A., State University of Iowa; Teachers College, Columbia University; University of Illinois.
- GERTRUDE M. HALL, A.M., (1936) *Assistant Professor
Director of Alumni Relations
Director of Publicity*
A.B., Stephen F. Austin State Teachers College, Nacogdoches, Texas; A.M., University of Illinois; Illinois State Normal University; Teachers College, Columbia University.
- ALMA MARY HAMILTON, M.A., (1915) *Assistant Professor of the Teaching of English (Emerita)*
B.S., Illinois Wesleyan University; B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University.

* Leave of absence in 1944-1945 school year.

- *CHESTER MALCOLM HAMMERLUND, M.S., (1929) *Assistant Professor of Industrial Arts*
B.S., M.S., University of Illinois; Illinois State Normal University.
- HOWARD J. HANCOCK, M.S., (1931) *Associate Professor of Health and Physical Education*
Director of Athletics
B.S., M.S., University of Wisconsin; Indiana University.
- OLIVIA HANSEN, M.A., (1939) *Instructor in Business Education*
A.B., Colorado College of Education; M.A., University of Iowa.
- CHARLES ATHIEL HARPER, M.S., (1923) *Associate Professor of Social Science*
B.S., M.S., University of Illinois; Southern Illinois State Normal University.
- †OPAL C. HARTLINE, Ph.D., (1936) *Assistant Professor of Biological Science*
B.S., McKendree College; M.S., Ph.D., University of Illinois; Washington University; Cold Spring Harbor Biological Station, Long Island, New York; Northern Illinois State Teachers College; Johns Hopkins University.
- ANNIE WEZETTE HAYDEN, M.A., (1921) *Assistant Professor and Supervising Teacher in the First Grade*
Ph.B., University of Chicago; M.A., Teachers College, Columbia University; Southern Illinois State Normal University; University of Illinois.
- STELLA VAN PETTEN HENDERSON, Ed.D., (1933) *Associate Professor of Education*
B.Ed., Illinois State Normal University; A.M., University of Chicago; Ed.D., Teachers College, Columbia University; Northwestern University.
- *RUTH HENLINE, M.A., (1926) *Assistant Professor of English*
A.B., Illinois Wesleyan University; B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University; Northwestern University.
- HERBERT REYNOLDS HIETT, Ph.D., (1937) *Professor of English*
Head of the Department of English
A.B., Nebraska Wesleyan University, Lincoln; A.M., University of Nebraska; Ph.D., University of Maryland.
- *EUGENE LEONARD HILL, M.A., (1929) *Assistant Professor of Health and Physical Education*
B.Ed., Illinois State Normal University; M.A., University of Iowa; Colorado State College of Education.
- DOROTHY HINMAN, M.A., (1925) *Assistant Professor of English*
B.A., University of Wisconsin; M.A., Teachers College, Columbia University; Oxford University; University of Illinois.
- F. LINCOLN D. HOLMES, Ph.D., (1935) *Professor of Speech*
Director of the Division of Speech Education
Head of the Department of Speech
A.B., University of Minnesota; A.M., Ph.D., University of Wisconsin; University of Iowa; University of Paris.
- MANFRED J. HOLMES, B.L., (1897) *Professor of Education (Emeritus)*
B.L., Cornell University; State Normal School, Winona, Minnesota; University of Chicago.

* Leave of absence in 1944-1945 school year.

† Resigned.

- LOUIS HOOVER, Ed.D., (1944) *Professor of Art*
Director of the Division of Art Education
Head of the Department of Art
 B.S., North Texas State Teachers College, Denton; M.A., Teachers College, Columbia University; Ed.D., New York University.
- CLIFFORD EMORY HORTON, Ed.D., (1923) *Professor of Health and Physical Education; Director of the Division of Health and Physical Education; Head of the Department of Health and Physical Education for Men*
 B.P.E., Springfield Y.M.C.A. College; A.M., Clark University; Ed.D., Indiana University; University of California; New York University.
- VICTOR M. HOUSTON, Ed.D., (1936) *Professor of Education*
Principal of University High School
 B.S., A.M., University of Missouri; Ed.D., Teachers College, Columbia University; University of Chicago.
- CLYDE WHITTAKER HUDELSON, M.S., (1920) *Associate Professor of Agriculture*
Director of the Division of Agriculture Education
Head of the Department of Agriculture
 B.S., M.S., University of Illinois; Western Illinois State Teachers College; Illinois State Normal University; Colorado State Agricultural College.
- *RUTH CHARLOTTE HUGGINS, A.M., (1937) *Assistant Professor of the Teaching of English*
 A.B., Knox College; A.M., University of Illinois; Wellesley College; University of Chicago; Harvard University.
- LESLIE M. ISTED, A.M., (1940) *Assistant Professor of Music*
 B.M.E., Northwestern University; A.M., Indiana University; Oregon State College, Corvallis; University of Oregon.
- HOWARD J. IVENS, A.M., (1934) *Assistant Professor of Physical Science*
 A.B., Northern Michigan State Teachers College; A.M., University of Michigan; University of Minnesota.
- JOHN A. KINNEMAN, Ph.D., (1927) *Associate Professor of Social Science*
 A.B., Dickinson College; A.M., University of Pennsylvania; Ph.D., Northwestern University; State Normal School, West Chester, Pennsylvania; University of Chicago.
- LUCILE KLAUSER, M.A. in Ed., (1942) *Instructor in the Teaching of English*
 B.A., DePauw University; M.A. in Ed., University of Illinois.
- EMMA R. KNUDSON, M.S. in Ed., (1934) *Associate Professor of Music*
Acting Director of the Division of Music Education
Acting Head of the Department of Music
 B.M., American Conservatory of Music; B.S. in Ed., Drake University; M.S. in Ed., Northwestern University; Jewell College; Bush Conservatory of Music; Teachers College, Columbia University; University of Chicago; University of Illinois.
- HAROLD F. KOEPKE, Ph.D., (1934) *Assistant Professor of Business Education*
 B.Ed., State Teachers College, Whitewater, Wisconsin; M.A., Ph.D., University of Iowa; University of Illinois; Northwestern University.

* Leave of absence in 1944-1945 school year.

- RUTH LAMBERTUS, M.A., (1944) *Instructor in Music*
B.M., Wittenberg College, Springfield, Ohio; M.A., Teachers College, Columbia University; University of Michigan.
- ERNEST M. R. LAMKEY, Ph.D., (1927) *Professor of Biological Science*
Head of the Department of Biological Science
A.B., A.M., Ph.D., University of Illinois.
- THOMAS JESSE LANCASTER, A.M., (1919) *Associate Professor of Education*
B.Ed., Illinois State Normal University; A.M., University of Chicago; University of Illinois.
- HARRY OWEN LATHROP, Ph.D., (1933) *Professor of Geography*
Head of the Department of Geography
B.Ed., Illinois State Normal University; S.M., University of Chicago; Ph.D., University of Wisconsin.
- LAVERN E. LAUBAUGH, A.M., (1937) *Assistant Professor of Agriculture*
B.S., Michigan State College; A.M., University of Michigan; University of Illinois; Ohio State University.
- IVAN J. LAWS, A.M., (1942) *Assistant Professor of the Teaching*
of Mathematics
B.A., Carthage College; B.S., A.M., University of Illinois; University of Notre Dame.
- WILLIAM R. LUECK, Ph.D., (1936) *Assistant Professor of the Teaching*
of Mathematics
B.A., M.S., University of North Dakota; Ph.D., University of Iowa.
- BLANCHE McAVOY, Ph.D., (1926) *Associate Professor of the Teaching*
of Biological Science
B.A., University of Cincinnati; A.M., Ohio State University; Ph.D., University of Chicago.
- CLYDE T. McCORMICK, Ph.D., (1944) *Associate Professor of Mathematics*
A.B., A.M., University of Illinois; Ph.D., Indiana University; Eastern Illinois State Teachers College; University of Michigan.
- WILBUR C. McDANIEL, Ph.D., (1944) *Associate Professor of Mathematics*
B.S., Kansas State College, Manhattan; Ph.M., Ph.D., University of Wisconsin.
- NEVA McDAVITT, A.M., (1929) *Assistant Professor of Geography*
B.Ed., Illinois State Normal University; A.M., Clark University; Teachers College, Columbia University; University of Wisconsin.
- CONSTANTINE FRITHIOF MALMBERG, Ph.D., (1928) *Associate Professor of*
Psychology
A.B., Bethany College; Ph.D., University of Iowa; Columbia University; Yale University.
- HELEN E. MARSHALL, Ph.D., (1935) *Associate Professor of Social Science*
A.B., College of Emporia; A.M., University of Chicago; Ph.D., Duke University; University of Colorado.
- STANLEY S. MARZOLF, Ph.D., (1937) *Associate Professor of Psychology*
A.B., Wittenberg College; A.M., Ph.D., Ohio State University.
- LEE WALLACE MILLER, Ph.D., (1935) *Associate Professor of Biological Science*
B.A., Goshen College; M.S., Ph.D., University of Iowa; University of Kansas; University of Colorado.

- *MARION G. MILLER, M.A., (1937) *Instructor in Art*
Ph.B., University of Chicago; M.A., University of California; University of Illinois;
Academy of Fine Arts, Chicago; Summer School of Painting, Saugatuck, Michigan;
Ohio State University.
- CLIFFORD NEWTON MILLS, Ph.D., (1925) *Professor of Mathematics*
Head of the Department of Mathematics
B.S., Franklin College; A.M., Indiana University; Ph.D., University of Wisconsin;
University of Michigan.
- CLIFFORD WALTER MOORE, A.M., (1928) *Assistant Professor of Social Science*
B.Ed., Illinois State Normal University; A.M., University of Illinois.
- THELMA NELSON, M.A., (1931) *Assistant Professor of English*
B.A., Des Moines University; M.A., Teachers College, Columbia University; University
of Illinois; University of Colorado; Washington University.
- ‡ADNAH CLIFTON NEWELL, B.S. in E.E., (1910) *Professor of Industrial*
Arts (Emeritus)
B.S. in E.E., University of Michigan; Bay View Summer University; Teachers College,
Columbia University; Cummings School of Art, Des Moines, Iowa.
- BURTON L. O'CONNOR, M.A., (1937) *Assistant Professor of the Teaching of*
Health and Physical Education; Director of University High School Athletics
B.A., Cornell College; M.A., University of Iowa; University of Illinois.
- ALICE ROXANNE OGLE, M.A., (1932) *Assistant Professor of Art*
A.B., Colorado College of Education; M.A., Teachers College, Columbia University.
- GERDA OKERLUND, Ph.D., (1931) *Associate Professor of English*
A.B., A.M., Ph.D., University of Washington; University of California; University
of Michigan; Stanford University; University of Chicago.
- CLARENCE ORR, A.M., (1929) *Associate Professor of Social Science*
Director of Extension Service
A.B., A.M., University of Illinois; University of Iowa; Des Moines University;
James Millikin University; The Pennsylvania State College.
- MARY R. PARKER, M.A., (1942) *Instructor in Art*
B.S.A., MacMurray College; M.A., University of Iowa; Chicago Art Institute.
- ROSE ETOILE PARKER, Ph.D., (1931) *Professor of Education*
Director of the Division of Special Education
B.A., University of North Dakota; A.M., University of Chicago; Ph.D., University
of Wisconsin.
- HARLAN W. PEITHMAN, Ed.D., (1937) *Assistant Professor of Music*
A.B., Central Wesleyan College, Warrenton, Missouri; B.M.E., M.S. in Ed., North-
western University; Ed.D., Teachers College, Columbia University; Williams Band and
Orchestra School, Saugerties, New York; International Mozarteum, Salzburg, Austria;
University of Iowa; University of Illinois.
- MARGARET KATHERINE PETERS, M.S., (1930) *Assistant Professor of*
Business Education
B.S., Indiana University; M.S., New York University; University of Chicago; Cam-
bridge University; University of Washington.

* Leave of absence in 1944-1945 school year.

‡ Deceased, November, 1944.

- HARVEY ANDREW PETERSON, Ph.D., (1909) *Professor of Psychology (Emeritus)*
A.B., University of Chicago; A.M., Harvard University; Ph.D., University of Chicago.
- LLOYD O. POLAND, Ph.D., (1944) *Assistant Professor of Physical Science*
A.B., Butler University; M.A., Syracuse University; Ph.D., Cornell University.
- LAURA HAYES PRICER, Ph.M., (1911) *Associate Professor of English*
B.S., Vanderbilt University; Ph.M., University of Chicago; University of Iowa.
- RALPH W. PRINGLE, M.S., (1913) *Professor of Education (Emeritus)*
B.S., St. Lawrence University; A.B., Harvard University; M.S., St. Lawrence University.
- HOWARD O. REED, M.A., (1944) *Assistant Professor of Industrial Arts*
B.S., Bradley Polytechnic Institute; M.A., Northwestern University; Eastern Illinois State Teachers College; University of Missouri; Indiana University; University of Illinois.
- AGNES FRASER RICE, M.A., (1927) *Associate Professor of Education*
Ph.B., University of Chicago; M.A., Teachers College, Columbia University; State Teachers College, Mankato, Minnesota.
- T. E. RINE, M.S., (1941) *Assistant Professor of the Teaching of Mathematics*
B.Ed., State Teachers College, LaCrosse, Wisconsin; M.S., University of Iowa.
- DOROTHY ROSS, A.M., (1945) *Instructor in Health and Physical Education*
B.S. in Ed., Central Missouri State Teachers College, Warrensburg; A.M., Colorado State College of Education; University of Iowa.
- JOSEPHINE ROSS, M.A., (1926) *Assistant Professor of Home Economics*
B.S., MacMurray College; M.A., Teachers College, Columbia University; University of Colorado; University of Chicago; Oregon State Agricultural College; University of Wisconsin.
- BERTHA MAY ROYCE, Ph.D., (1925) *Associate Professor of Biological Science*
B.A., Wellesley College; M.A., Columbia University; Ph.D., University of Washington; University of Illinois; North Central College.
- ELIZABETH RUSSELL, M.A., (1935) *Assistant Professor and Supervising Teacher in the Fourth Grade*
A.B., University of Iowa; M.A., Teachers College, Columbia University; George Peabody College for Teachers.
- LAURA M. SCHROEDER, M.A., (1943) *Instructor in Special Education*
B.Ed., State Teachers College, Bemidji, Minnesota; M.A., George Peabody College for Teachers; University of Chicago; Pestalozzi-Froebel Teachers College.
- GRACE REBECCA SHEA, M.A., (1927) *Instructor and University Nurse*
R.N., Benjamin Bailey Sanitarium; B.S., Nebraska Wesleyan University, Lincoln; M.A., Teachers College, Columbia University; Illinois State Normal University; University of Nebraska.
- WAYNE F. SHERRARD, M.M. in Ed., (1938) *Assistant Professor of Music*
B.F.A. in Ed., University of Nebraska; M.M. in Ed., Eastman School of Music, Rochester, New York.
- LEON SHELDON SMITH, A.M., (1925) *Assistant Professor of Physical Science*
A.B., Albion College; A.M., University of Michigan; University of Paris; University of Iowa; University of Chicago.

- FRED S. SORRENSEN, Ph.D., (1920) *Associate Professor of Speech*
A.B., Mt. Morris College; B.E., M.E., Columbia College of Drama and Radio; A.M., Ph.D., University of Michigan; State Teachers College, Mt. Pleasant, Michigan; Teachers College, Columbia University; Harvard University; Northwestern University; University of Chicago.
- ETHEL GERTRUDE STEIN, M.A., (1944) *Instructor and Supervising Teacher in the Seventh Grade*
B.Ed., Northern Illinois State Teachers College; M.A., Northwestern University.
- ETHEL GERTRUDE STEPHENS, M.A., (1919) *Assistant Professor of the Teaching of Social Science*
A.B., University of Illinois; M.A., Columbia University; Illinois State Normal University; University of Chicago; University of Colorado.
- RAY M. STOMBAUGH, Ph.D., (1935) *Professor of Industrial Arts*
Director of the Division of Industrial Arts Education
Head of the Department of Industrial Arts
B.S., Stout Institute; M.A., Ph.D., Teachers College, Columbia University; University of Michigan; Western State Teachers College, Kalamazoo, Michigan; Central State Teachers College, Mt. Pleasant, Michigan.
- RUTH STROUD, M.S., (1930) *Assistant Professor of the Teaching of English*
B.S., M.S., University of Illinois; James Millikin University; Southern Illinois State Normal University; University of Southern California.
- * EDWIN G. STRUCK, M.S., (1935) *Assistant Professor of Health and Physical Education*
A.B., DePauw University; M.S., Indiana University; University of Missouri; University of Illinois.
- LUCY LUCILE TASHER, Ph.D., (1935) *Associate Professor of Social Science*
Ph.B., J.D., A.M., Ph.D., University of Chicago; University of Southern California.
- FLORENCE EVELYN TEAGER, Ph.D., (1931) *Associate Professor of English*
B.A., M.A., Ph.D., University of Iowa; University of Chicago.
- * KATHERINE THIELEN, M.S., (1935) *Assistant Professor of Health and Physical Education*
B.S., University of Iowa; M.S., University of Wisconsin.
- CHRISTINE AUGUSTA THOENE, M.A., (1918) *Assistant Professor and Supervising Teacher in the Fifth Grade*
A.B., Iowa State Teachers College; M.A., Teachers College, Columbia University; University of Chicago; University of Illinois.
- * GLADYS TIPTON, M.S. in Ed., (1936) *Assistant Professor of Music*
B.F.A. in Ed., University of Nebraska; M.S. in Ed., Northwestern University; Syracuse University; University of Illinois; Teachers College, Columbia University.
- * DALE B. VETTER, M.A., (1941) *Assistant Professor of the Teaching of English*
A.B., North Central College; M.A. Northwestern University; University of Chicago.

* Leave of absence in 1944-1945 school year.

- ESTHER VINSON, A.M., (1926) *Associate Professor of English*
A.B., B.S., A.M., University of Missouri; University of Wisconsin; University of Iowa; University of Chicago.
- †SHERMAN G. WAGGONER, Ph.D., (1936) *Professor of Education*
Principal of University High School
B.A., Ball State Teachers College; M.A., Ph.D., University of Iowa.
- NELL BLYTHE WALDRON, Ph.D., (1934) *Associate Professor of Social Science*
B.A., M.A., Ph.D., Northwestern University; Kansas State Teachers College; University of Chicago.
- MAE CLARK WARREN, M.S., (1936) *Assistant Professor of Home Economics*
B.S., M.S., Iowa State College.
- MARY DOROTHY WEBB, M.A., (1930) *Assistant Professor of the Teaching of Business Education*
B.A., Lawrence College; M.A., University of Wisconsin; University of Chicago; Teachers College, Columbia University.
- * DONALD LE ROY WEISMANN, Ph.M., (1940) *Assistant Professor of Art*
B.E., Milwaukee State Teachers College; Ph.M., University of Wisconsin; University of Minnesota; Harvard University.
- MARGARET MARY WESTHOFF, M.S., (1933) *Instructor in Music*
B.Ed., Illinois State Normal University; M.S., Northwestern University; Teachers College, Columbia University; American Conservatory of Music, Chicago.
- JENNIE ALMA WHITTEN, Ph.D., (1919) *Professor of Foreign Languages*
Head of the Department of Foreign Languages
A.B., A.M., University of Illinois; Ph.D., University of Wisconsin; Northern Illinois State Teachers College; University of Grenoble; University of Chicago.
- ARTHUR ROWLAND WILLIAMS, A.M., (1914) *Associate Professor of Business Education*
Director of the Division of Business Education
Head of the Department of Business Education
A.B., Kenyon College; A.M., University of Illinois; University of Chicago.
- BERNALILLO WILLIAMS, M.A., (1944) *Instructor in the Teaching of English*
B.Ed., Illinois State Normal University; M.A., University of Colorado; University of Chicago.
- LELA WINEGARNER, A.M., (1933) *Instructor in the Teaching of English*
B.Ed., Illinois State Normal University; A.M., University of Chicago; University of Colorado.
- *RUTH V. YATES, M.A., (1935) *Assistant Professor of Speech*
B.A., Cornell College; M.A., Teachers College, Columbia University; Phidelah Rice School of Speech, Boston; University of Iowa; University of Wisconsin; University of Southern California.
- JESSE EMMERT YOUNG, Ph.D., (1939) *Assistant Professor of Biological Science*
A.B., Manchester College, Indiana; M.S., Ph.D., Purdue University.
- ORVILLE L. YOUNG, M.S., (1939) *Assistant Professor of Agriculture*
B.S., Purdue University; M.S., Ohio State University; Cornell University.

† Resigned.

* Leave of absence in 1944-1945 school year.

FACULTY ASSISTANTS

- MAX HONN, A.B., (1932) *Assistant in Printing*
A.B., Illinois Wesleyan University; The Pennsylvania State College; University of Illinois.
- *WILLIAM V. WHITE, B.Ed., (1934) *Assistant in Printing*
B.Ed., Illinois State Normal University; University of Illinois.

LIBRARY STAFF

- ELEANOR WEIR WELCH, M.S., (1929) *Associate Professor and Head Librarian*
A.B., Monmouth College; M.S., School of Library Service, Columbia University; Library School, University of the State of New York.
- LUCILE ZEDA CROSBY, M.S. in L.S., (1940) *Assistant Librarian*
A.B., Friends University; B.L.S., M.S. in L.S., University of Illinois Library School.
- CLARA LOUISE GUTHRIE, M.S., (1932) *Instructor and Assistant Librarian*
A.B., Hastings College; B.S., M.S., Library School, University of Illinois.
- EDNA IRENE KELLEY, B.Ed., (1913) *Assistant Librarian*
B.Ed., Illinois State Normal University.
- MARGARET LAWRENCE, M.A., (1939) *Assistant Librarian*
B.A., University of Nebraska; B.S. in L.S., Library School, University of Illinois; M.A., University of Nebraska.
- GERTRUDE ANDREWS PLOTNICKY, (1913) *Assistant Librarian*
Chicago Public Library Training School; University of Wisconsin.
- GENEVIEVE ANNA POHLE, M.A., (1923) *Assistant Librarian*
A.B., University of Wisconsin; M.A., Graduate Library School, University of Michigan; Library School, University of Wisconsin; Graduate Library School, University of Chicago.
- EUNICE H. SPEER, M.S., (1944) *Assistant Professor and Assistant Librarian*
B.S., Kansas State Teachers College, Emporia; B.S. in L.S., University of Illinois Library School; M.S., University of Illinois.
- LOUISE M. STUBBLEFIELD, M.S., (1942) *Assistant Librarian*
B.Ed., Illinois State Normal University; B.S. in L.S., University of Illinois; M.S., School of Library Service, Columbia University.
- RUTH ZIMMERMAN, M.A., (1935) *Assistant Professor and Assistant Librarian*
B.S., Kansas State Teachers College, Emporia; M.A., University of Minnesota; Harvard University.

AFFILIATED SCHOOLS

ILLINOIS SOLDIERS' AND SAILORS' CHILDREN'S SCHOOL

- JOHN L. REUSSER, Ph.D., (1944) *Assistant Professor of Education*
Principal of Illinois Soldiers' and Sailors' Children's School
B.A., M.A. in Ed., Ph.D., University of Iowa; Upper Iowa University.
- MAY GOODWIN, A.M., (1920) *Instructor and Supervising Teacher in*
Junior High School; Assistant Principal
B.Ed., Illinois State Normal University; A.M., University of Illinois; University of Wisconsin.

* Leave of absence in 1944-1945 school year.

- GRACE FULLER ANDERSON, B.Ed., (1920) *Instructor and Supervising Teacher in the Second Grade*
B.Ed., Illinois State Normal University.
- GLADYS BAIRD, M.A., (1944) *Instructor and Supervising Teacher in Home Economics*
B.S., Tarkio College, Missouri; M.A., Teachers College, Columbia University; Iowa State College.
- VEDA BOLT BAUER, A.M., (1923) *Instructor and Supervising Teacher in the Junior High School*
B.Ed., Illinois State Normal University; A.M., University of Illinois; Eastern Illinois State Teachers College; Illinois Wesleyan University.
- * JOHN FRANCIS FOY, B.S. in Phys. Ed., (1937) *Instructor and Supervising Teacher in Health and Physical Education*
B.S. in Phys.Ed., Notre Dame University; New York University.
- CARL WESLEY GAMER, Ph.D., (1942) *Director of Religious Education*
Ph.B., University of Chicago; A.M., Ph.D., University of Illinois; S.T.B., Boston University School of Theology; Real-Gymnasium, Wiesbaden, Germany; Armour Institute; Baldwin-Wallace College, Ohio; Institute of International Studies, Geneva, Switzerland.
- ROLAND A. GLEISNER, M.A., (1942) *Instructor and Supervising Teacher in the Junior High School*
A.B., State Teachers College, Marquette, Michigan; M.A., University of Minnesota.
- ROLLAND OTIS GRAY, M.S., (1942) *Instructor and Supervisor of Vocational Work*
B.Ed., Illinois State Normal University; M.S., Iowa State College; Western Illinois State Teachers College; University of Iowa.
- ROY WILLIAM GUTTSCHOW, B.S., (1943) *Instructor and Supervising Teacher in Health and Physical Education*
B.S., University of Illinois.
- JOHN EDGAR HOUGHTON, A.M., (1936) *Instructor and Supervisor of Vocational Work*
B.S., A.M., University of Illinois; Lincoln College; Northwestern University; Illinois State Normal University.
- CLARA KEPNER, A.M., (1930) *Instructor and Supervising Teacher in the Fourth Grade*
B.Ed., Illinois State Normal University; A.M., University of Illinois; Colorado State College of Education.
- FRED JOHN KNUPEL, A.M., (1925) *Instructor and Supervising Teacher in Artcrafts*
B.Ed., Illinois State Normal University; A.M., Colorado State College of Education.
- GERTRUDE P. O'CONNOR, M.A., (1937) *Instructor and Supervising Teacher in Ungraded Room*
B.A., Ohio State University; M.A., Northwestern University; University of Illinois.
- *HENRI REUBELT PEARCY, Ph.D., (1940) *Director of Religious Education*
A.B., University of Louisville; Th.D., Southern Baptist Seminary, Louisville; B.D., Presbyterian Seminary, Louisville; M.A., University of Louisville; Ph.D., University of Chicago.

* Leave of absence in 1944-1945 school year.

- †ROBERT M. PETERSON, M.A., (1944) *Instructor and Supervising Teacher
in Instrumental Music*
B.S., University of Minnesota; M.A., Teachers College, Columbia University.
- MABLE ANN PUMPHREY, M.S., (1920) *Instructor and Supervising Teacher
in the Fifth Grade*
B.S., Illinois Wesleyan University; M.S., University of Illinois; Illinois State Normal
University; Clark University.
- ALICE LOLETA RALSTON, A.M., (1937) *Instructor and Supervising Teacher
in the First Grade*
B.S. in Ed., University of Oklahoma; A.M., University of Chicago.
- JOSEPHINE SHEA, M.A., (1929) *Instructor and Supervising Teacher
in the Sixth Grade*
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University;
University of Iowa.
- ALICE SHEVELAND, M.A. in Ed., (1942) *Instructor and Supervising Teacher
in the Third Grade*
B.Ed., M.A. in Ed., Northwestern University; Northern Illinois State Teachers College.
- †MARGERY ELIZABETH SUHRE, M.A., (1942) *Instructor and Supervising
Teacher in the Junior High School*
A.B., University of Illinois; M.A., Bowling Green University, Ohio; Shurtleff College.
- ROSEMARY C. SURANOVIC, M.A., (1944) *Instructor and Supervising Teacher
in the Junior High School*
B.S. in Ed., University of Illinois; M.A., Northwestern University; Crane Junior Col-
lege; National College of Education; National University of Mexico.
- THALIA JANE TARRANT, A.M., (1935) *Instructor and Supervising Teacher
in the Fifth Grade*
B.S., A.M., University of Missouri; University of Illinois; Southwest Missouri State
Teachers College.
- BARNEY M. THOMPSON, M.Ed., (1943) *Instructor and Supervising Teacher
in Vocal Music*
B.S. in Ed., State Teachers College, Maryville, Missouri; M.Ed., University of Mis-
souri; Central College, Missouri; Colorado State College of Education.
- GRACE L. TUCKER, B.Ed., (1924) *Instructor and Supervising Teacher
in the Kindergarten*
B.Ed., Illinois State Normal University; University of Wisconsin; University of Iowa.

WALKER RURAL SCHOOL

- GARNET ELIZABETH GREENWOOD, A.M., (1943) *Instructor and Supervisor
of Student Teaching*
B.Ed., Illinois State Normal University; A.M., University of Illinois.

† Resigned.

UNDERGRADUATE SCHOOL

ADMISSION AND REGISTRATION

SELECTIVE ADMISSION

Beginning with the 1935-36 school year, Illinois State Normal University because of limitation of the physical plant was forced to operate with certain restrictions upon student enrollment. A first attempt by the Teachers College Board to restrict the total enrollment of the University resulted later in a more satisfactory solution through the limitation of the freshman class to seven hundred students. By strict adherence to this number it was expected that the total enrollment for any given semester of a regular school year would not exceed two thousand students. No limit has been placed upon the enrollment in the summer session.

Now, with decidedly changed conditions resulting from: (1) the war and the consequent reduced enrollment and scarcity of teachers; (2) more classroom space being made available through the construction and opening of Milner Library and the making of the old library into classrooms; (3) the present economic situation; and, (4) the new state high school testing program, which will give additional information about candidates for admission, it seems desirable to make certain alterations in the admission policy of the University.

Although Illinois State Normal University will continue to be interested in admitting high school graduates that may be developed into the kind of teachers that principals and superintendents would be willing to employ in their own schools, it is evident that, since test results are available and since much more is being done in personnel work, it is now possible to give consideration to those fourth quarter students whose credentials indicate that they might be successful in their college work. The frank reactions of principals as to the probable success of the applicant and their recommendations concerning admission serve to aid the admissions office in being fair to all persons seeking admission to the University. This statement refers to all students, including those in the upper three-fourths of their classes.

For the duration of the war emergency, Illinois State Normal University as a professional school will cooperate to the limit of its facilities by admitting qualified persons to non-teacher-preparation courses. Facilities will be provided and programs organized to meet the various needs and expectations of military and other government agencies.

In the present emergency, the teaching profession makes greater demands in qualifications. Consequently, those who seek to enter the profession should possess essential physical, mental, personal, and social characteristics. Good health, a reasonable degree of intellectual ability, tact, common sense, adaptability, a sense of humor, and optimism are essential qualifications. Though Illinois State Normal University has not attempted to set up formal tests to determine whether or not an applicant is fitted to take up the preparation for the teaching profession, certain standards are used to help select those who will probably be most successful. The application for admission, filled out by the student, includes: a record of the student's age, health, family background, and interests; a chronological

record of school life beyond the eighth grade; a record of participation and achievement in activities in the secondary school; and, choices as to the curriculum to be followed. The transcript of high school credits and grades and a confidential report given by the high school principal concerning the student's personal qualifications also play an important part in selecting candidates for admission.

It is important to apply for admission as soon as possible after the completion of high school work in order that the student may not be disappointed in the possibility of entering the field desired. It has been found, too, that in many cases it is difficult to get a statement of the high school record at a later time since part of it must be made by the principal or superintendent, who may be away in school or on a vacation where he will not have access to the necessary records.

Attention is invited to careful consideration of the following qualifications for admission.

1. Applicants for admission must be graduates of recognized or accredited high schools.

2. Certain scholastic qualifications beyond the minimum required for high school graduation are expected from those planning to educate themselves for the teaching profession. Careful consideration is given to the items enumerated in the last paragraph on the preceding page as they are listed by each applicant on his application for admission.

3. Physical examinations are required for all entering students. As a matter of convenience, these examinations for entering women students will be given at Dr. Rachel Cooper's office in Cook Hall between July 16 and August 17, 1945. Women students planning to attend Illinois State Normal University this fall should write to the doctor's office for an appointment. Only a limited number of physical examinations will be given between the dates indicated. Much time is saved by having the physical examination completed before entrance.

4. In line with Civilian Defense, it is very desirable that all entering students be vaccinated against smallpox by their home physicians before registering in the University.

5. Students may be admitted at the beginning of each semester or at the opening of the summer term. By entering in June or July, 1945, a student will find it possible to complete the work for a degree in 1948.

6. A student who has been dropped from another institution may not enter Illinois State Normal University until such time as he would be readmitted to the institution from which he was dropped. No student will be admitted from another institution unless he presents a letter of honorable dismissal from that institution.

APPLICATION FOR ADMISSION

Application for admission to Illinois State Normal University should be made upon regulation blanks furnished by the University. As soon as possible after complete information is received, the committee on admissions, which includes the director of the division of the first teaching field chosen, will consider the application. The candidate will then be notified whether or not he is accepted.

It is the responsibility of the applicant to see that the following items,

which are essential before the application can be considered, are received by the Registrar:

1. An application for admission, properly filled out by the applicant.
2. A transcript of the secondary school credits, which includes a personal record and recommendation, to be issued *after graduation* by the principal, and to be mailed by him *directly* to the Registrar. This record is to be made on parts III and IV after the applicant has filled in parts I and II in full.
3. An official transcript of credits and a statement of honorable dismissal from *all* schools in which the student has *registered* after graduation from high school, regardless of whether or not he wishes to receive credit for the work. The transcript should be mailed by the school *directly* to the Registrar of Illinois State Normal University.

SUBJECTS RECOMMENDED FOR ADMISSION

Illinois State Normal University requires graduation from a recognized or accredited high school, together with the meeting of other standards listed under *Selective Admission*, rather than the completion of a specified number of units of credit in certain fields.

Although specific units of entrance credit are no longer required for admission, it is strongly recommended that the high school record include three years of English and two years of a foreign language if the student is looking forward to graduate work. It is also advised that the student present one year of algebra and one year of geometry if he plans to prepare for upper grade teaching, and a year and a half of each if he plans to complete a teaching field in mathematics. It is further suggested that the student plan his high school program in line with the fields of study he will follow in his college work.

REGISTRATION

Tuesday, September 11, 1945, and the three following days constitute Freshman Days, which are given over to introducing the new students to the life of the University. The program includes brief tests in English, reading, general social science, and general intelligence, and is followed by registration and enrollment, with a series of social events interspersed during the four days. Directions from the school administration,—President, Dean of the University, Dean of Women, Dean of Men,— and the Head Librarian form an important part of the activities during these first days. All freshmen admitted to the University will be notified by the Registrar as to the time and the place to which they should report on Tuesday, September 11, and are expected to stay through the entire registration period. Upper class students register on Friday. All classes begin on Monday, September 17.

New students should be present promptly on the first morning so that they will have the benefit of all directions, including a tour of the campus with special student guides. Enrollment must be completed during the special days provided, physical examinations taken or arranged for, textbooks secured, and assignments obtained from the various classrooms, since all classwork starts promptly the following Monday.

EXPENSES AND FINANCIAL AIDS

EXPENSES

The cost of attendance at Illinois State Normal University is very moderate compared with that of many institutions. School fees and living expenses will be found exceedingly reasonable. Attention is invited to the items included under the school fees and the extensive service given in return for the moderate expenditure on the part of the student.

*FEES

Registration and Incidental, per semester (for those signing the pledge to teach but who do not hold scholarships).....	\$32.50
Lindley, Military, and State Scholarship students, per semester.....	17.50
Tuition for those not pledging to teach, per semester (including registration and incidental fee).....	57.50
Programs of 6 semester hours, or less, per hour	
For those pledging to teach.....	3.00
For those not pledging to teach.....	6.00
Students taking such programs are not required to pay the regular student activity fee.	
Matriculation Fee, graduate students only (payable at time of first registration for graduate work).....	5.00
Graduation Fee (payable six weeks before graduation).....	5.00
Additional Transcripts of Record (after first copy).....	1.00

Transcripts are issued only when all obligations have been met.

Auditors pay the same fees as the regular students.

A charge of \$2.50 will be made for registration after the announced registration day.

Refunds of all or any portion of fees paid will not be made after September 24, 1945, for the first semester, and February 8, 1946, for the second semester.

The Registration and Incidental Fee is all-inclusive and covers all general school charges such as library, towel, shop, laboratory, and typewriting fees; activities and publications such as athletic, music, lecture, dramatic, and forensic events, class dues, the school paper, and the school annual; health and medical dispensary service through the office of the University physician, and infirmary and hospitalization service as indicated later in this catalog under *Promotion of Health*. This registration fee also covers the loan of all textbooks for undergraduate students. Graduate students are required to purchase textbooks needed in their courses.

IMPORTANT. Fees are due and payable on registration day. No one will be permitted to attend classes until all financial obligations to the University have been cared for. Textbooks are not provided until all fees have been paid.

LIVING CONDITIONS

The town of Normal has homes with accommodations for students within easy walking distance of the University. Students not living at home or with

* Veterans should read the section entitled *Services for War Veterans* on page 33 before paying any fees.

relatives are required to room in approved houses. Lists of approved rooming-houses are kept at the offices of the Dean of Women and the Dean of Men. Students should consult these offices before engaging rooms.

A written rooming agreement, strictly defining the terms on which rooms are rented, is required of both men and women students. The college furnishes standardized forms, which are signed by both student and householder, and are then filed, in the case of women students, with the Dean of Women, and in the case of men students, with the Dean of Men. On these rooming agreements are printed the house rules, which are an integral part of the agreement and are equally binding upon college, student and householder.

Desirable and well-equipped rooms, large enough for two persons, cost each student \$2.25 a week and up. Similar single rooms rent for \$2.75 a week and up. Desirable rooms with light housekeeping privileges cost each student \$2.50 a week and up.

Board costs approximately \$7.00 a week.

Fell Hall, the women's dormitory, attractively decorated and comfortably furnished, affords rooming and boarding accommodations for approximately a hundred women students attending the University. Except in the summer session, it is primarily a residence hall for freshman women. Besides the freshman women, there are twelve honor residents, who, having attended the University for at least *one year*, are invited to live in the Hall because of outstanding scholarship, leadership, and personality.

Women desiring to live in Fell Hall should address inquiries to Mrs. Mae C. Warren, Director of Fell Hall. Boarding and rooming accommodations in a double room cost each student \$10.00; in a single room, \$10.50 a week.

Smith Hall, the men's dormitory located at 501 South University Street, across from McCormick Athletic Field, offers rooming accommodations for forty-two men students of the University.

Men desiring to live in Smith Hall should address inquiries to the Dean of Men. Boarding and rooming accommodations cost each student \$10.00 a week.

OTHER EXPENSES

With the payment of the Registration and Incidental Fee of \$32.50 each semester (\$17.50 for Lindley, Military, and State Scholarship students), there are no further institutional charges aside from locker fees, largely in the nature of a deposit, and the purchase of gymnasium outfits for those taking such work. The cost of the regulation gymnasium costume for men and women students will probably not exceed \$5.50 per complete uniform. For men and women students the locker deposit is \$1.00, which is returned at the end of the year.

Lockers in the Main Building may be rented in the Information Office for twenty-five cents a semester. A deposit of one dollar is required for combination padlocks.

ESTIMATED TOTAL EXPENSES

For students who pay all of their expenses, the average cost for board, room, laundry, books, school supplies, fees and all other costs connected with their life as students is approximately \$400.00 to \$500.00 for the regular year of thirty-six weeks. Many students do light housekeeping and are thus able to reduce that figure decidedly.

FINANCIAL AIDS TO STUDENTS

Aid to students at Illinois State Normal University may be classified under four headings: loan funds, scholarships, awards, and part-time employment.

LOAN FUNDS

STUDENT LOAN FUND. A general student loan fund is available for students in their last year, from which they may borrow at a low rate of interest a sum not to exceed \$150.00. It is also available for the 1945-46 school year to other students needing temporary assistance. The demands on this fund have been great and should not be relied upon by too many students as a source of financial assistance. Information concerning this fund may be obtained from the chairman of the student financial aid committee.

ANNIE LOUISE KELLER LOAN FUND. This fund consists of \$150.00 which is loaned without interest to properly qualified students selected by the student financial aid committee from possible nominations by the Dean of Men or the Dean of Women. This scholarship fund is named in honor of Annie Louise Keller, a former student at Illinois State Normal University, who gave her life in protecting the lives of all of her pupils in a rural school in Greene County during a tornado on April 17, 1927. A fund was raised by students and faculty as a memorial to Miss Keller. Information concerning this fund may be obtained from the chairman of the student financial aid committee.

FACULTY WOMEN'S CLUB LOAN FUND. Women students who meet the standards required by the Club are eligible to borrow from this fund a sum not to exceed \$150.00. The office of the Dean of Women will furnish information about loans from this fund.

SCHOLARSHIPS AND AWARDS

LINDLEY SCHOLARSHIPS. For a number of years scholarships were available to eighth grade graduates, who obtained them on the basis of a competitive examination and with the expressed purpose of going to a teachers college following graduation from high school. Though these scholarships are no longer being granted, there are some persons who still hold valid scholarships of this nature. To be valid, such scholarships must have been obtained after completion of the eighth grade and before entrance into high school and on the basis of a competitive examination called for the purpose of awarding these scholarships. Such scholarships exempt students from the payment of those fees remitted to the State Treasurer. Thus, holders of these scholarships pay \$17.50 each semester rather than the \$32.50 charged under ordinary conditions.

STATE SCHOLARSHIPS. Beginning with July 1, 1936, scholarships to the five state teachers colleges of Illinois were made available by legislative enactment to graduates from all high schools in the state. Every high school is entitled to one scholarship. High schools of 500 to 1000 students receive two, and those high schools having over 1000 students are entitled to three such scholarships. The local school authorities select three times as many persons as are entitled to receive the scholarships, which are awarded to the persons who rank highest in scholarship and who plan definitely to attend any of the state teachers colleges with the purpose of becoming teachers. If the highest ranking person does not wish to attend a teachers college, the award goes to the next person in rank and on down the list until the upper 25 per cent of the graduating class has been exhausted. If no one in the upper 25 per cent of the graduating class qualifies

for the scholarship, no scholarship is granted to that particular high school for that year. The scholarships are definitely intended for persons who will make use of them the year following graduation from the high school. The scholarships may be used for a period of any four years. To be granted a scholarship, a candidate must apply for admission to and be accepted by a state teachers college not later than August 15 of the year in which he is eligible for the scholarship. If he fails to register within ten days after the beginning of the term of the same year, the scholarship may be granted to the person having the next highest scholarship rank as shown on the list submitted by the high school principal to the Superintendent of Public Instruction. Persons holding such scholarships are entitled to exemption from such school fees as are remitted to the State Treasurer; hence, instead of a semester fee of \$32.50, the scholarship recipient pays \$17.50, which amount is designed to cover student activity fees and books. Further information beyond what high school principals and county superintendents may have regarding these scholarships will be provided upon request.

ILLINOIS CONGRESS OF PARENTS AND TEACHERS SCHOLARSHIP. This scholarship of \$200.00, granted by the Illinois Congress of Parents and Teachers, is made available to the recipient over a four year period. The granting of the scholarship is based upon leadership, interest and participation in activities, scholastic ability, financial need, and other qualifications established by the donors, included in which is the requirement that the recipient must come from a high school with a Parent-Teacher Association affiliated with the Illinois Congress of Parents and Teachers. This scholarship is not available for granting during the 1945-1946 school year. Information concerning the scholarship may be obtained from the chairman of the student financial aid committee.

THE ALUMNI AWARD. An award of \$65.00 is made each year by the Alumni Association of Illinois State Normal University to a junior who has attended the University during his or her entire college career and earned at least part of his necessary college expenses. The money is to be used by the student to pay school fees during the senior year. Only students definitely intending to teach and those holding no other scholarships are eligible for the award. Interested and eligible persons apply to the president of the Student Council near the close of the second semester. Selection is made by a special rating committee composed of three students, two faculty members, and one alumnus.

THE JESSIE E. RAMBO AWARD. An award of \$50.00 is made to a junior in the Division of Home Economics Education each year near the end of the second semester. This award, which will cover practically all school fees for the following year, is made on the basis of scholarship, personality, evidences of leadership, participation in campus activities, and possibilities of success in the teaching of home economics. The award is made possible by the interest and generosity of Miss Jessie E. Rambo, former Director of the Division of Home Economics Education of Illinois State Normal University.

ERMA IMBODEN MEMORIAL AWARD. This award is made each year from the Erma Imboden Memorial Fund to a student teacher in the Metcalf School. The formation of this fund was sponsored by the Metcalf Parent-Teacher Association. The award is made possible through contributions given by the many friends of Miss Imboden.

SERVICES FOR WAR VETERANS

Illinois State Normal University is making all of its resources available for those returning from military service. Members of the faculty are prepared to help veterans secure state scholarships, rehabilitation aid from the state, as well as the benefits which the federal government provides in Public Law No. 16 (Rehabilitation) and Public Law No. 346 (G. I. Bill of Rights). Counseling service is also furnished to help students decide upon the type of training for which they are best fitted.

The University is primarily a teacher-education school and offers returning veterans the courses necessary to prepare for teaching in the elementary grades as well as the regular and special subjects in the secondary field. This includes the teaching of exceptional children. However, during the present emergency, veterans not interested in teaching may enroll as special students and pursue general, cultural courses or specialize in such vocational work as agriculture, business, and industrial arts.

In admitting war veterans, the University gives due consideration to maturity and military experience. Credit is given as curricular requirements will permit for college courses taken through the Armed Forces Institute and for other educational work which is the equivalent of college credit.

The student deans assist in finding desirable living quarters and in securing part-time employment. The loan funds of the University are available for returning veterans.

Illinois State Normal University welcomes the opportunity to serve those returning from military service and seeks to meet the individual needs of each veteran as far as its facilities permit.

Before registration veterans should correspond with, or see, Mr. Floyd T. Goodier, Director of Services for Veterans, regarding qualifications to meet the various provisions established by the state and federal governments. A special bulletin explaining these services is available upon request from Mr. Goodier.

PART-TIME EMPLOYMENT

There are possibilities for both men and women students to do work, for which they obtain room or board or both, or certain monetary compensation. Women students wishing to secure such employment should address Miss Anna L. Keaton, Dean of Women. They should consult her before entering into any agreement with employers. Each semester they should secure from her a class schedule permit before having their programs made out by the directors of their divisions. Similarly, all men students should confer with R. H. Linkins, Dean of Men.

The University requires students to secure employment in environments which are conducive to wholesome living. For this reason, students are not permitted to work in taverns or similar places where the chief function is the dispensing of alcoholic liquors.

REGULATIONS EVERY STUDENT SHOULD KNOW

SCHOLARSHIP AND CREDITS

SCHOLARSHIP REQUIREMENTS AND MARKING SYSTEM

MARKS

The marks with their value in honor points are as follows:

A	(Passing)	3 honor points per semester hour
B	(Passing)	2 honor points per semester hour
C	(Passing)	1 honor point per semester hour
D	(Passing)	0 honor points per semester hour
F	(Failing)	0 honor points per semester hour
I	(Incomplete)	0 honor points per semester hour
WX, WP, WF	(Withdrawal)	0 honor points per semester hour

A, B, C, and D will be recorded for work which has been given passing credit.

F will be given to:

- (1) Students who withdraw from a course at any time without official permission.
- (2) Students who are in a course all semester but who fail to make a passing mark.

Official permission to withdraw from a course or from the school is given only by the Dean of the University. Employed students who wish to make changes in their programs and all students who wish to withdraw from school should first confer with the Dean of Women or the Dean of Men. In case of accident or illness, which would make withdrawal in the regular way impossible, a letter sent to the Dean of the University explaining the situation will be sufficient.

REPETITION OF COURSES

If a student fails to carry a course, he should repeat that course at the earliest opportunity. Courses in which students have failed must be repeated at Illinois State Normal University unless exceptions are approved by the Dean of the University.

Courses may not be repeated more than once unless permission is secured from the Dean of the University. This regulation applies to failures as well as to the repetition of courses for the purpose of raising marks to meet scholarship requirements.

INCOMPLETES

An incomplete will be given to students who are doing passing work but who, because of illness or other justifiable reasons, find it impossible to complete the work by the end of the semester. Incompletes are not given unless the student has been in class to within three weeks of the close of the semester or one week of the close of the summer session, and the quality of his work is such that he can complete it through special assignments and examinations. Incompletes should be cleared during the next semester or summer a student is in school and cannot be cleared after one year has elapsed. Incompletes are recorded permanently but the I is circled and the permanent grade, semester hours, and honor points are added when the incomplete is cleared.

WITHDRAWALS

WX, WP, or WF will be given to students who have been given official permission to withdraw from a course. WX is given if withdrawal takes place before the quality of the work can be determined; WP, if passing; and WF, if failing.

HONOR POINTS

Students must have as many honor points as semester hours taken on work done at Illinois State Normal University before student teaching can be assigned to them or before they can be graduated. Incompletes and withdrawals are not counted.

Failures which have not been cleared are considered in the total number of semester hours taken in figuring the honor point requirements. The following case illustrates the counting of honor points:

Course	Mark	Sem. Hrs. Enrolled in	Sem. Hrs. Earned	Sem. Hrs. Counted in Honor Point Requirement	Honor Points Earned
English Composition 111.....	D	3	3	3	0
Contemporary Civilization 111..	A	3	3	3	9
Natural Science Survey 109.....	F	4	0	(4)	0
Observation and Reading 109...	W	1	0	0	0
Elective	B	3	3	3	6
Recreational Activities 101.....	I	1	0	0	0
		<hr/> 15	<hr/> 9	<hr/> 13	<hr/> 15

On the cumulative basis, the last column must total as much as, or more than, the second last column for student teaching assignments and for graduation.

PROBATION AND DROP SYSTEM

To remain in good standing scholastically, students must meet certain requirements on the cumulative record as well as on the record of each semester or summer session.

On the cumulative record, students with one through 32 semester hours may have nine fewer honor points than semester hours for which they have been enrolled; with 33 through 48 semester hours, six fewer honor points than semester hours; and with 49 through 64 hours, three fewer honor points than semester hours. Students who have 65 or more semester hours must have as many honor points as semester hours for which they have been enrolled, or a C average. Incompletes and withdrawals are not counted.

In addition to meeting the cumulative requirement, students must also earn a minimum of eight semester hours and eight honor points in each semester. For the eight-weeks summer session, the individual requirement is a minimum of three semester hours and six honor points if six or more semester hours are taken. For three semester hours only in the regular session and for the inter-session the requirement is as many honor points as semester hours taken. For extension courses the requirement is the same as for residence work.

Students who fail to meet the requirements on credits earned at Illinois State Normal University are placed upon probation for the succeeding semester or summer session. Students who are placed upon probation a second time are not permitted to continue their studies until one year has elapsed unless they are reinstated by the Dean of the University. Repeated failures to do satisfactory work may result in permanent exclusion by the Dean of the University.

SCHOLASTIC LOAD

Although it might seem that students need not be seriously disturbed if they are nine honor points short in their first semester, it is also very apparent that students can ill afford to take the entire allowance at that time. Such students would need to earn at least a C average following the first semester until thirty-two semester hours had been earned, and better than a C average during the period of thirty-three to sixty-four semester hours inclusive.

Students are also reminded that if they use most of their allowance of minus nine honor points in the first semester they should not attempt as heavy a schedule in succeeding semesters until such time as they are able to maintain a satisfactory scholastic record. For students who are deficient seven to nine or more honor points a reduction of at least three semester hours in the program for the next semester is strongly urged.

OTHER REGULATIONS CONCERNING PROGRAMS OF STUDY

1. Students are expected to choose one of the various curricula and to follow this program as closely as is practicable, except where elective substitutes are allowed by the Dean of the University.

2. Teachers in service who are working toward graduation from Illinois State Normal University may not take more than eight semester hours by extension and correspondence combined during a regular school year without permission of the Dean of the University.

3. Students may take more than seventeen semester hours per semester only with the approval of the Dean of the University.

4. Prior to enrollment in classes each semester, employed students should secure from the Dean of Women or from the Dean of Men permission to register for the number of semester hours of classwork that can satisfactorily be adjusted with the employment load. Employed students should confer first with the Dean of Women or the Dean of Men concerning any change in class load before the changes are officially made.

5. Permission for auditing classes must be obtained from the Registrar. Such permission will be granted only after payment of regular fees as described under *Expenses*. Absences from classes will not be reported to the Dean of Women or the Dean of Men. Auditors, however, are not permitted to participate in the class discussion, tests, and examinations.

6. At the end of nine weeks of each semester students who are not doing satisfactory work are reported to the directors of their respective divisions. Each student so reported must confer with the director and have his work adjusted to suit his ability. An employed student so reported must confer with the Dean of Women or Dean of Men concerning the adjustment of his work prior to the conference with the Director of his Division.

7. Students should arrange to take prerequisites at the proper time.

8. Requests for transfer from one curriculum to another should be made to the Registrar.

9. Courses in recreational activity are required of all students. Upper-classmen may satisfy this requirement by passing a skill test in basic activities. Students who cannot profitably take the regular exercises because of age or physical disability are assigned by the University Physician to a special class for adaptive work.

10. Classification is based upon the completion of thirty semester hours for sophomores, sixty for juniors, and ninety for seniors.

CLASS ATTENDANCE

The policy of the University is to assume that students will attend classes regularly. In the case of justifiable absences, opportunity to make up the work missed may be granted by the instructor at his discretion. For the student's protection, all illnesses causing absence from even a single class should be reported to the University Physician; also to the Dean of Women, in the case of women; to the Dean of Men, in the case of men. Such reporting will make it possible for the instructor to discover whether the absence was justifiable. A permit to re-enter classes must be obtained from the University Physician by all students who have been absent with a contagious disease. The state laws regarding quarantine and exclusion are strictly followed.

It is evident that this plan places the responsibility squarely upon the student. Such a type of attendance regulation is designed to develop growth on the part of the student, with the assumption that students have come to the University for the purpose of getting an education and that the realization of this aim should be a matter of primary concern on their part.

CLASS SCHEDULES AND RESIDENCE CREDIT

The programs of available courses are worked out in the office of the Dean of the University. Individual class schedules for students are approved each term by the Directors of Divisions. The school day in the regular year consists of seven periods of fifty minutes each from 8:00 to 11:50 a.m. and from 1:00 to 3:50 p.m. A limited number of undergraduate and graduate courses are also available in late afternoon, evening, and Saturday classes. All credits earned in classes on the campus count as residence credit.

STUDENT ASSEMBLIES

Student assemblies are held once each week to unify school spirit, to make announcements, and to add to the general education of the students. Interesting and profitable programs are presented by students, faculty members, and guests. The planning and scheduling of assembly programs come under the direction of an Assembly Board, composed of an equal number of students and faculty. The assemblies are held at ten o'clock on Wednesday of each week. Regular attendance is required.

GENERAL PROVISIONS CONCERNING ADVANCED CREDIT

Credit in the form of advanced standing will be granted for work satisfactorily completed in other accredited colleges and universities, only to the extent that such work satisfies the requirements of curricula of the Illinois State Normal University and standards of accrediting agencies under which this University operates.

Students who wish to earn transfer credits by extension, correspondence, or in residence at other institutions should have such courses approved before taking them.

No credit will be granted for work not taken by actual classroom attendance in residence, unless earned in a regular way through correspondence or extension study.

Credits may not be transferred from one curriculum to another except in a case in which a course is the full and fair equivalent in content of a course in the curriculum to which the student transfers.

No college credit toward a degree will be given for work done in a secondary school except when such work is a part of an organized curriculum, and then only if recognized as being of collegiate level and accepted for credit toward a degree by the State University of the state in which the secondary school is located.

REQUIREMENTS FOR GRADUATION

The degree of Bachelor of Science in Education is conferred upon students who complete any of the four-year curricula to the extent of a minimum of 128 semester hours, including not less than 43 hours of senior college credit. An average of C is required on all work done at Illinois State Normal University.

The degree of Bachelor of Science in Education is believed to be the most significant degree to be conferred at the end of a professional curriculum designed to prepare for teaching. The entire work of the University is planned for the preparation of teachers and the various curricula are professional in nature.

The requirements for graduation with the degree of Bachelor of Science in Education for students in the secondary core curriculum call for certain specified courses as outlined on page 54. With the exceptions of Smith Hughes Agriculture and Home Economics students, each student must complete these requirements, including preparation in the subject matter of a first teaching field and a second teaching field, as outlined preceding the course descriptions for each department.

No student will lose credits because of the adoption of new curricula by the institution, provided he continues in the curriculum originally chosen. If the work is not continuous, the new requirements must be met but the credits earned in the old curriculum will apply in the revised curriculum.

Candidates for graduation shall have approved by the Registrar the program of studies they desire to follow during the senior year. This program must accord with the general course offerings and the general regulations of the University.

Before receiving a degree, the student must do at least one year (36 weeks—32 semester hours) on the senior college level in this University. All graduates from any curriculum must complete their last course or courses in this University.

Not more than one-fourth of the total number of semester hours required for graduation may be earned through extension or correspondence work and not more than one-eighth through correspondence.

Candidates for graduation in June should see that all incompletes and deficiencies are removed by the end of the twelfth week of the second semester. For graduation at the end of the summer session such deficiencies must be cleared two weeks before the end of the term.

Students transferring with degrees from other accredited colleges or universities may earn a Bachelor of Science in Education degree in this University by completing a minimum of one year (36 weeks—32 semester hours) in residence and by meeting the requirements of the chosen curriculum.

Students may receive the degree of Bachelor of Science in Education at the close of the school year in June or at the close of the summer session. Students completing their work after the close of the summer session will not be graduated until the following June.

All candidates intending to graduate in June or at the end of the summer session shall notify the Registrar six weeks preceding the date of graduation, by which time graduation fees must be paid.

Candidates for graduation are expected to be present at the graduating exercises to receive their diplomas or degrees in person.

TEACHERS' CERTIFICATES

Since Illinois State Normal University prepares teachers for all types of positions in the public schools of Illinois, the curricula are organized to conform to the Illinois Certification Law. Section Three of the law, which pertains to issuance of Limited State Certificates, follows:

First. A limited elementary school certificate shall be valid for four years for teaching in the lower nine grades of the common schools. It shall be issued to persons who have graduated from a recognized higher institution of learning with a bachelor's degree and with not fewer than one hundred twenty semester hours and with a minimum of sixteen semester hours in education, including five semester hours in student teaching under competent and close supervision. The academic and professional courses offered as a basis of the limited elementary school certificate shall be in elementary training courses approved by the State Examining Board. It shall be renewable in periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed sixty semester hours of work in elementary training courses in a recognized higher institution of learning including ten semester hours in education, five semester hours of which shall be in student teaching. The examination shall include such subjects as may be prescribed by the State Examining Board. When obtained by examination this certificate shall be renewable at the end of the first four year period upon certified evidence that the holder has completed fifteen semester hours of work since the issuance of the certificate and at the end of the succeeding four year periods upon certified evidence that the holder has completed fifteen semester hours of work in a recognized higher institution of learning until such time that the applicant has completed all the requirements for a bachelor's degree in a recognized higher institution of learning with a minimum of one hundred twenty semester hours including sixteen semester hours in education. Thereafter, it shall be renewable in periods of four years upon successful teaching experience and professional growth.

Second. A limited kindergarten-primary certificate shall be valid for four years for teaching and supervising in the kindergarten and in the first, second and third grades of the common schools. It shall be issued to graduates of a recognized higher institution of learning with a bachelor's degree and with not fewer than one hundred twenty semester hours

including sixty semester hours of work in a recognized kindergarten-primary training school and with a minimum of sixteen semester hours in education, including five semester hours in student teaching under competent and close supervision. It shall be renewable in periods of four years upon successful teaching experience and professional growth. This certificate shall be issued upon a successful examination to applicants who have completed sixty semester hours of work in a recognized higher institution of learning, including ten semester hours in education, five semester hours of which shall be in student teaching. The examination shall include such subjects as may be prescribed by the State Examining Board. When obtained by examination this certificate shall be renewable at the end of the first four year period upon certified evidence that the holder has completed fifteen semester hours of work since the issuance of the certificate and at the end of the succeeding four year periods upon certified evidence that the holder has completed fifteen semester hours of work in a recognized higher institution of learning until such time that the applicant has completed all the requirements for a bachelor's degree in a recognized higher institution of learning with a minimum of one hundred twenty semester hours including sixteen semester hours in education. Thereafter, it shall be renewable in periods of four years upon successful teaching experience and professional growth.

Third. A limited special certificate shall be valid for four years for teaching and supervising the special subject or subjects named in the certificate in any and all grades of the common schools. It shall be issued to persons who have graduated from a recognized higher institution of learning with a bachelor's degree and with not fewer than one hundred twenty semester hours including a minimum of sixteen semester hours in education, five semester hours of which shall be in student teaching under competent and close supervision. The extent of training shall vary according to the subject and the minimum amount of training shall be determined by the State Examining Board. It shall be renewable in periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed sixty semester hours of work in a recognized higher institution of learning, including ten semester hours in education, five semester hours of which shall be in student teaching. The examination shall include such subjects as may be prescribed by the State Examining Board. When obtained by examination this certificate shall be renewable at the end of the first four year period upon certified evidence that the holder has completed fifteen semester hours of work since the issuance of the certificate and at the end of the succeeding four year periods upon certified evidence that the holder has completed fifteen semester hours of work in a recognized higher institution of learning until such time that the applicant has completed all the requirements for a bachelor's degree in a recognized higher institution of learning with a minimum of one hundred twenty semester hours including sixteen semester hours in education. Thereafter, it shall be renewable in

periods of four years upon successful teaching experience and professional growth.

Fourth. A limited vocational certificate shall be valid for four years for teaching the vocational subject or subjects named in the certificate in grades seven to twelve inclusive of the common schools. It shall be issued to persons who have met the requirements of the State Examining Board.

It shall be renewable in periods of four years upon successful teaching experience and professional growth and certified evidence that the holder has completed a total of fifteen semester hours of work since the issuance of the certificate and at the end of the succeeding four year periods upon certified evidence that the holder has completed fifteen semester hours of work in a recognized higher institution of learning until such time as the applicant has completed all the requirements for a bachelor's degree in a recognized higher institution of learning with a minimum of one hundred twenty semester hours including sixteen semester hours in education.

Fifth. A limited high school certificate shall be valid for four years for teaching in grades seven to twelve inclusive of the common schools. It shall be issued to persons who have graduated from a recognized higher institution of learning with a bachelor's degree and with not fewer than one hundred twenty semester hours including sixteen semester hours in education, five semester hours of which shall be in student teaching under competent and close supervision. The courses in education and student teaching shall be approved by the State Examining Board. It shall be renewable in periods of four years upon successful teaching experience and professional growth.

Sixth. A limited supervisory certificate shall be valid for four years for teaching and supervising in any and all grades of the common schools. It shall be issued to persons who have graduated from a recognized higher institution of learning with a bachelor's degree and with not fewer than one hundred twenty semester hours including a minimum of sixteen semester hours in education, as may be approved by the State Examining Board, and who have taught successfully for four years. It shall be renewable in periods of four years upon successful teaching experience and professional growth.

Seventh. A limited junior college certificate shall be valid for four years of teaching and supervising in the thirteenth and fourteenth grades of the common schools. It shall be issued to persons who have graduated from a recognized higher institution of learning with a master's degree, including twenty semester hours in education and a major in the field in which the teacher is teaching. It shall be renewable in periods of four years upon successful teaching experience and professional growth.

Any student interested in securing a life certificate may obtain the necessary information by consulting the Dean or the Registrar of the University. Life certificates, however, may not be secured with less than a master's degree and four years of teaching experience, two of which shall have been in Illinois.

TRAINING SCHOOLS AND STUDENT TEACHING

The training schools at Illinois State Normal University are maintained in order that prospective teachers may have actual teaching experience on either the elementary or the secondary level. They teach under the supervision of competent teachers, and before the work is completed they have entire charge of the classes. This work provides rich experience where theory and practice become unified.

In addition to actual teaching, the students in all curricula are required to do much observation, to assist with study halls, checking of attendance, and the school libraries, and to participate in many other activities required of teachers after they begin work in the field.

FACILITIES FOR STUDENT TEACHING

The campus training schools consist of the University High School with 300 students and the University Elementary School with 290 pupils, including a kindergarten with about 50 pupils. The University has a cooperative arrangement with the kindergarten, six elementary grades, and a junior high school consisting of grades seven and eight, at the Illinois Soldiers' and Sailors' Children's School. It also has a cooperative arrangement with the Walker Rural School near Normal. Students who are preparing to teach Smith-Hughes Home Economics are assigned to public high schools. At the present time they are doing their student teaching in Metamora, Morton, Lexington, and Farmington. The University also assigns student teachers to Trinity High School in Bloomington, the Normal Community High School, the Normal Elementary Schools, and the Bloomington Public Schools.

CAMPUS SCHOOLS

UNIVERSITY HIGH SCHOOL

The University High School enrolls students from the local community and from the state at large. Although the high school students are not required to pay tuition, there is a fee required that is used for the support of such high school activities as athletics, the school paper, the school annual, the high school assembly programs, the musical organizations, the student council, the clubs, and the University motion pictures.

A principal and thirty-three teachers give personal attention to the students' habits of study, attendance, conduct, social life, and educational advancement. Few high schools can offer the wide range of electives and special training provided in the University High School. It maintains debating clubs, literary societies, a student council, an athletic board, boys' and girls' glee clubs, a band, and a full athletic program. Considerable attention is given to the social training of the pupils by means of school and class parties, banquets, dances, and similar activities that are supervised by the faculty. School plays and dramatic activities are given a prominent place in the school program.

The University High School is accredited by the University of Illinois and by the North Central Association of Colleges and Secondary Schools. Its graduates can enter, without an examination, any of the colleges or universities that admit on certificates of graduation, provided due care has been exercised in the choice of high school subjects.

Adequate room has recently been provided in the Metcalf Building for a library. Tastefully finished and liberally supplied with books, it plays an important part in enriching the work of students and prospective teachers.

UNIVERSITY ELEMENTARY SCHOOL

The University Elementary School occupies the larger portion of the Metcalf Building. The kindergarten occupies a large unit at the east end of the first floor; the four lower grades occupy training units on the first and second floors; and the four upper grades and the elementary school library occupy units on the third floor. On the first floor, there are two large play rooms and a suite of rooms for home economics. Play ground facilities are available. The regular staff of the University Elementary School consists of nine supervisors. There are also supervisors of music, art, physical education, home economics, and industrial arts. The University Physician and the School Nurse give daily attention to the health needs of pupils.

COOPERATING SCHOOLS

ILLINOIS SOLDIERS' AND SAILORS' CHILDREN'S SCHOOL

The Cooperating Elementary School at the Illinois Soldiers' and Sailors' Children's School, located a short distance from the campus, is made easily accessible by buses that leave the University grounds every twenty minutes of the school day. This school consists of a kindergarten, six elementary grades, and a junior high school consisting of grades seven and eight. It is housed in a modern building, which is adequately equipped for teaching the regular subjects, home economics, industrial arts, music, and physical education. At present its staff consists of a principal and twenty-five supervising teachers.

ASSIGNMENT OF STUDENT TEACHING

The assignment of student teachers to classes in the elementary school is made by the Director of Elementary Education; to the high school classes, by the Directors of Divisions. All arrangements for student teaching for any given semester or summer session should be made at least six weeks before the end of the previous term. All procedures involved in student teaching are subject to the approval of the Director of the Training Schools.

AMOUNT OF TEACHING REQUIRED

The minimum requirement in student teaching for graduation is 180 clock hours. Students who have had experience and who have shown a high standard of ability in previous teaching may be given special assignments in remedial instruction or other specialized phases of teaching which will broaden their preparation. The Director of the Training School, upon recommendation of supervising teachers, may require additional student teaching when it is thought

advisable. Student teaching must be continued until competency has been attained.

In the Special Education curricula, student teaching will include teaching both in the usual classroom and in a special room in the field of the student's major.

THE STUDENT TEACHER AND THE COMMUNITY

Many experiences in the community give students additional contacts with children. They are encouraged to work with Boy and Girl Scout groups. They observe and when possible assist with work in the Baby Fold, Day Nursery, Victory Hall, and Child Guidance Clinic. Many students teach Sunday School classes at the Soldiers' and Sailors' Children's School. Every student in the elementary curriculum participates in group meetings for the parents of each grade and learns how to conduct constructive parent conferences.

REGULATIONS FOR STUDENT TEACHING

1. One semester of residence or its equivalent is required as a prerequisite for assignment to student teaching.

2. Since student teaching is an integral part of the sequence of work in education, the student becomes eligible for student teaching only as the courses which precede it in the sequence have been satisfactorily completed.

3. Assignments to student teaching are made in the grades or teaching fields for which the student is qualified. To secure student teaching in another grade or field he must meet the requirements set up in the curriculum which prepares for that type of work.

4. Assignment of student teachers in the Division of Secondary Education is made in both the first and second teaching fields. To be admitted to student teaching in any teaching field students are required to offer the same amount of preparation in such subject as is required by the North Central Association for teaching in the high schools of Illinois.

5. A student is eligible for student teaching only when he has earned as many honor points as semester hours.

6. A student on probation is not eligible for student teaching.

7. No student enrolled during a regular school year who has failed to meet the scholastic requirements for student teaching will be allowed to do student teaching in any summer session. All students who go on probation at the end of the first semester or lack a C average must return for an additional semester of work to complete their student teaching requirements. *(For the duration of the war emergency, individual cases of students who are affected by the regulations in this paragraph will be taken under advisement.)*

BUREAU OF APPOINTMENTS

Illinois State Normal University maintains an active program of teacher placement and endeavors to keep in constant touch with the needs and requirements of the schools of the state and with the qualifications of its candidates who are trained for this service.* The Director of the Training Schools is the administrative head of this service and cooperates with the directors of divisions in organizing and directing the work of the Bureau of Appointments. An appointment secretary works practically full time to further the service of the Bureau. The University receives many calls for rural, kindergarten, elementary, high school, and junior college teachers, elementary supervisors, critic teachers, and teachers of special education. Students who have made commendable records in their chosen fields and in the training schools are in demand. The Bureau attempts to serve both the candidates and the schools of the state by selecting carefully those whom it recommends with regard to their fitness to satisfy the particular requirements of the schools to which they may go.

Students with degrees and successful experience are in demand for supervisory and administrative positions. Consequently, the Bureau makes an effort to follow up graduates in order to assist them to the more responsible positions for which their experience and success in the field have especially prepared them. All graduates of Illinois State Normal University who desire to secure professional and financial advancement should annually keep their credentials up to date in the Bureau of Appointments.

A carefully organized system of records covering the work of the student in both his academic and professional courses is on file. This record is the result of the cooperation and assistance of members of the faculty who are familiar with the work of the candidates. Confidential information organized in the most approved form for the convenience of school officials is available on short notice.

Student credentials supply the following data relative to each candidate: personal information; teaching experience in the public schools; curriculum pursued; college hours of preparation in first and second teaching fields; academic record in college; record in student teaching; personal evaluation by instructors, critic teachers, and by the superintendents under whom the candidates have worked.

For the past two years, practically every graduate of the University who wished to teach was able to secure a teaching position. This year the Bureau of Appointments will not have enough registrants to meet the demand. A shortage of teachers will probably exist through the war and into the postwar period. With the increased emphasis on public education, there is reason to believe there will be a shortage of teachers for years to come.

The Bureau of Appointments is at the service of all graduates of Illinois State Normal University and at the service of all school administrators in need of teachers.

ORGANIZATION AND UNDERGRADUATE CURRICULA OF THE UNIVERSITY

DIVISIONS OF THE UNIVERSITY

Illinois State Normal University is organized into eleven divisions. Each division is a unit of the University in which one or more programs of work, called curricula, are offered for the purpose of preparing teachers for some specific field of teaching service. A unified program of teacher education results from this organization.

In each of the ten divisions, one or more differentiated programs of work leading to a degree are offered. When a student satisfactorily completes four years of work in a given curriculum, he is awarded the Bachelor of Science in Education Degree.

The following are the Divisions:

Division of Elementary Education

Kindergarten-Primary

Intermediate

Upper Grade

Rural

Division of Special Education

Mentally Retarded

Partially Sighted

Socially Maladjusted

Speech Re-education

Division of Secondary Education

Field of Biological Science (Botany, Zoology)

Field of English

Field of French

Field of Geography (including Geology)

Field of German

Field of Latin

Field of Mathematics

Field of Physical Science (Physics, Chemistry)

Field of Psychology (Second Teaching Field only)

Field of Social Science (Economics, History, Political Science, Sociology)

Field of Spanish

Division of Agriculture Education

Division of Art Education

Division of Business Education

Division of Health and Physical Education

Field for Men

Field for Women

Division of Home Economics Education

Division of Industrial Arts Education

Division of Music Education

Division of Speech Education

THE CURRICULA

The outlines of curricula are found on pages 49-54 inclusive.

In basic curricula for all divisions the related subject matter groups of these curricula fall into four areas, as follows:

I. CULTURAL BACKGROUND

GROUP A. ENGLISH LANGUAGE AND LITERATURE, AND FUNDAMENTALS OF SPEECH, 9 hours.

GROUP B. SOCIAL SCIENCE, 14 or 15 hours.

1. Contemporary Civilization, 6 hours.
2. History of Civilization and Culture, 6 hours.
3. United States History, 2 or 3 hours.

GROUP C. NATURAL SCIENCE SURVEY, 8 hours.

GROUP D. GENERAL PSYCHOLOGY, 3 hours.

GROUP E. ART AND MUSIC APPRECIATION, 2 hours.

II. PROFESSIONAL TECHNIQUE

EDUCATION AND EDUCATIONAL PSYCHOLOGY

Elementary

Secondary

Freshman year	Observation and Reading 109 and 110, 2 hours	Observation and Reading 109 and 110, 2 hours
Sophomore year	Child Growth and Development 108, 3 hours	Educational Psychology 115, 3 hours
Junior year	American Public Education 211, 3 hours Education 232, 233, 234, or 235, 3 hours Reading Methods 107, 3 hours	American Public Education 211, 3 hours Secondary Education 220, 3 hours Electives, 2 hours
Senior year	Classroom Problems, 236, 3 hours Philosophy of Education 203, 3 hours Student Teaching 210, 8 hours	School and Community Relations 204, 2 hours Philosophy of Education 203, 3 hours Student Teaching and Special Methods 210, 10 hours

III. TEACHING FIELD PREPARATION

SUBJECT MATTER OF THE TEACHING FIELDS.

The specific requirements of the various teaching fields in the secondary curricula will be found preceding the description of courses in the respective fields. For the elementary curriculum, information concerning electives will be found on page 51.

IV. RECREATIONAL AND HEALTH DEVELOPMENT

RECREATIONAL ACTIVITIES AND HYGIENE, 7 hours.

1. Recreational Activities—Three hours a week throughout the freshman and sophomore years. (Required of juniors and seniors without credit.)

2. Personal Hygiene—Three hours a week throughout one semester in the sophomore year.

SELECTION OF A CURRICULUM

Students make a tentative choice of a curriculum at entrance, based on their own aptitudes and desires and on advice and guidance offered during Freshman Week by directors of divisions and other faculty members. In the secondary curricula, with the exception of Smith Hughes Agriculture and Home Economics, all students are required to complete a first and a second teaching field. The choice of the first teaching field determines the curriculum in which a student is registered. Wherever the word *Electives* occurs, the reference is not to free electives but to choice of an elective group, which, after being chosen, must be followed, unless a change of curriculum is approved by the Registrar.

The four year elementary curriculum is strongly recommended for all students who wish to prepare to teach in the kindergarten and grades one through eight of city school systems, or in rural schools. There is now and will continue to be for some time to come a shortage of elementary teachers. This fact indicates a probability that placement and salaries in elementary work will be very satisfactory. Electives in the elementary curriculum are selected for the two-fold purpose of: building teaching strength and background in a field of special interest, and enriching the student's general background.

TRANSITION FROM TWO YEAR TO FOUR YEAR CURRICULA

1. In accordance with the new certificating law passed by the legislature in 1941, Illinois State Normal University does not offer two year curricula. In accordance with the general policy of the University, however, every consideration will be given to the interests of the students during this transition period. Students who were following a regular program of studies will not lose credits because of changes in curricula.

2. Students who have completed less than two years of work in the elementary field, will automatically continue their work in the four year elementary curriculum. An evaluation of credits in that curriculum may be secured from the Registrar.

3. The program of courses leading to the degree for those who have completed two year curricula will continue to be offered for some years to come, as listed on page 49.

4. The two year diploma has not been issued since the new certificating law became effective July 1, 1943. There is a possibility under the new law that students completing two years of work may qualify for a teaching certificate, good only in the elementary schools, by passing a special examination prepared by the State Examining Board. It is advisable, however, for placement purposes, that, whenever possible, students plan to complete the four year curriculum.

OUTLINES OF THE CURRICULA

OUTLINE OF COURSES FOR JUNIORS AND SENIORS WHO ARE GRADUATES OF FORMER TWO YEAR CURRICULA

Leading to the Degree of B.S. in Ed. and Limited State Elementary Certificate

JUNIOR YEAR		Semester
FIRST SEMESTER		Hours
†Children's Literature 202 or an English Elective.....	3	
Advanced Natural Science 219.....	3	
Geography Elective	2 or 3	
Recreational Activities for Elementary Schools 223.....	1	
*Electives	6 or 7	
		<hr/>
		16
SECOND SEMESTER		
†Children's Literature 203 or an English Elective.....	3	
Applied Nature Study 220.....	2	
History Elective	2 or 3	
Recreational Activities for Elementary Schools 224.....	1	
*Electives	7 or 8	
		<hr/>
		16
SENIOR YEAR		
FIRST SEMESTER		
Student Teaching 210 (2 hrs. per day).....	3	
Economics or Political Science Elective.....	2 or 3	
Sociology Elective	2 or 3	
English Elective	2 or 3	
*Electives	4 or 7	
		<hr/>
		16
SECOND SEMESTER		
Speech Re-education 212.....	3	
Advanced Writing 161 or Journalism 165 or a Speech Elective.....	2 or 3	
Philosophy of Education 203.....	3	
*Electives	7 or 9	
		<hr/>
		16

Forty-three semester hours of the junior and senior years must be in courses numbered over two hundred.

Minimum requirement for graduation, 128 semester hours.

* Electives do not usually include courses in Education or Psychology. However, the total number of hours required in Education and Psychology, including Student Teaching and Philosophy of Education, is twenty-eight semester hours; the total must not exceed thirty-two semester hours except in the cases of experienced teachers, who may extend the total to a maximum of thirty-eight semester hours.

Students in this curriculum should select subjects which have some relation to the work in the elementary field. See suggestions on page 51.

† All students are required to take Children's Literature 202 or 203.

FOUR YEAR CURRICULUM FOR ELEMENTARY SCHOOL TEACHERS
Leading to the Degree of B.S. in Ed. and Limited State Elementary Cer-
tificate or Limited State Kindergarten-Primary Certificate

FRESHMAN YEAR

FIRST SEMESTER	Sem. Hrs.	SECOND SEMESTER	Sem. Hrs.
English 110 or 111.....	3	English 111 or 112.....	3
*Contemporary Civilization 111..	3	*Contemporary Civilization 112..	3
Natural Science Survey 109.....	4	Natural Science Survey 110.....	4
Observation and Reading 109....	1	Observation and Reading 110....	1
Arithmetic in Modern Life 101..	3	Geography of the Peoples of the World 103	3
Recreational Activities 101.....	1	Recreational Activities 102.....	1
	<hr/> 15		<hr/> 15

SOPHOMORE YEAR

General Psychology 111.....	3	Child Growth and Development 108	3
Fundamentals of Speech 110....	3	Hygiene 105	3
Music 131, 111, or 122.....	2	Geography of North America 114	3
*History of Civilization 113 or 114	3	Folk Literature for Children 102..	3
Art Fundamentals 101	2	Art Fundamentals 102.....	3
Art Appreciation 107.....	1		
Music Appreciation 107.....	1	Recreational Activities 104.....	1
Recreational Activities 103.....	1		
	<hr/> 16		<hr/> 16

JUNIOR YEAR

American Public Education 211..	3	Education 232, 233, 234, or 235	3
Foundations in Arithmetic 201..	2	Reading Methods 107.....	3
American Life and Institutions 217	3	American Life and Institutions 218	3
Modern Literature for Children 202	3	World Literature 254.....	3
Natural Science 219.....	3	Natural Science 220.....	2
School Health 238.....	2	Craft Activities 127.....	2
Recreational Activities for Elementary Schools 223.....	1	Recreational Activities for Elementary Schools 224.....	1
	<hr/> 17		<hr/> 17

SENIOR YEAR

Student Teaching 210.....	8	Philosophy of Education 203....	3
Classroom Problems 236.....	3	Speech Re-education 212.....	2
Electives	5	Music Education 124 or 235....	3
	<hr/> 16	Electives	8
			<hr/> 16

* It may be desirable in some cases for students to take History of Civilization 113 and 114 and only one semester of Contemporary Civilization.

Electives may include courses in Education and Psychology to the extent that the maximum in education, psychology and student teaching combined may not exceed thirty-two semester hours.

Forty-three semester hours of the junior and senior years must be in courses numbered over two hundred.

Students who wish to qualify for the State Limited Kindergarten-Primary Certificate should do their student teaching in the kindergarten.

Minimum requirement for graduation, 128 hours.

Suggestions concerning electives will be found on the following page.

ELECTIVES FOR STUDENTS IN ELEMENTARY EDUCATION

The following electives are in three groups: A—electives especially important and required, if starred; B—electives listed in the order of importance in the different subject areas for those who wish to use their additional general elective hours to build background in several different fields; C—elective sequences listed in order of importance for those who wish to specialize in one subject field after meeting the requirements in group A.

ELECTIVE GROUP A

<i>Subject Field</i>	<i>Kindergarten-Primary</i>	<i>Intermediate</i>	<i>Upper Grades</i>	<i>Rural</i>
Education	*232	*233	*234	*235
English		105	*105, 276	*105
Geography	219, 212	215, 212, 223	212, 217 or 218 or 220	223, 211, 212 or 215 or 217 or 220
Mathematics		202	*202, 105, 111	*202, 105
Music	*122, *131			*122, 131
Speech		123	123	123

ELECTIVE GROUP B

Agriculture	101
Biological Science	240, 211, 250
Education	232, 233, 234, 235, 202, 206, 261, 262
English	122, 131, 276
Foreign Language—	
French	111, 112, 115, 116, 211, 212
German	111, 112, 115, 116, 211, 212
Latin	111, 112, 113, 114, 211, 212
Spanish	111, 112, 115, 116, 211, 212
Geography	212, 216, 219, 111, 211 or 215 or 217 or 220
Home Economics	231, 233, 132
Library	262, 216, 212
Music	150, 244, 215, 245, 208
Psychology	234, 212, 225
Social Science	161, 261, 262, 121, 253, 263
Speech	232, 240, 214

ELECTIVE GROUP C

Art	201, 202
English	112, 121 or 122, 131 or 132, 165, 203, 214, 219, 233, 244, 252, 253, 276
Geography	218 or 220, 215, 217, 212, 223, 111, 219, 216
Health and Physical Education.....	111, 112, 115, 250
Industrial Arts	111, 121, Art 113, Art 124, Art 127, 262, 216, 212
Library	262, 216, 212
Mathematics	202, 105, 106, 111, 112, 114
Music	111, 122, 131, 150, 124, 235, 213 or 244 or 245, 208
Speech	232, 214, 240

FOUR YEAR CURRICULUM FOR TEACHERS IN SPECIAL EDUCATION

Leading to the Degree of B.S. in Ed. and Limited State
Elementary Certificate

FRESHMAN YEAR

FIRST SEMESTER		SECOND SEMESTER	
	Sem. Hrs.		Sem. Hrs.
English 110 or 111.....	3	English 111 or 112.....	3
†Contemporary Civilization 111..	3	†Contemporary Civilization 112..	3
Natural Science Survey 109.....	4	Natural Science Survey 110.....	4
Observation and Reading 109....	1	Observation and Reading 110....	1
Arithmetic in Modern Life 101...	3	Geography Elective	3
Recreational Activities 101.....	1	Recreational Activities 102.....	1
	<hr/> 15		<hr/> 15

SOPHOMORE YEAR

General Psychology 111.....	3	Child Growth and Development	
Fundamentals of Speech 110.....	3	108	3
Music 131, 111, or 122.....	2	Hygiene 105	3
†History of Civilization 113 or 114	3	Geography Elective	3
Art Fundamentals 101.....	2	Folk Literature for Children 102..	3
Art Appreciation 107.....	1	Art Fundamentals 102.....	3
Music Appreciation 107.....	1	Recreational Activities 104.....	1
Recreational Activities 103.....	1		
	<hr/> 16		<hr/> 16

JUNIOR YEAR

Survey of Special Education 262..	2	Mental Testing 229.....	2
American Public Education 211...	3	Children's Literature 202 or 203..	3
Reading Methods 107.....	3	Speech Re-education 212.....	3
Mental Hygiene 234.....	3	*Electives	8
History of the United States 117..	2		
*Electives	4		
	<hr/> 17		<hr/> 16

SENIOR YEAR

Student Teaching 210.....	3	Student Teaching 215.....	5
Classroom Problems 236.....	3	Advanced Reading Methods 205..	3
Psychology of Exceptional		Philosophy of Education 203.....	3
Children 227.....	3	*Electives	5
Music 238 or 124.....	3		
*Electives	5		
	<hr/> 17		<hr/> 16

* Requirements concerning electives will be found on the following page as determined by the chosen special field.

† It may be desirable in some cases for students to take History of Civilization 113 and 114 and only one semester of Contemporary Civilization.

Forty-three semester hours of the junior and senior years must be in courses numbered over two hundred.

Minimum requirement for graduation, 128 hours.

Students in the Speech Re-education curriculum will substitute Speech 111 and 112 for the Geography elective and Mathematics 101 in the freshman year. In the sophomore year, they will substitute Speech 122 and 123 for Music 131 and Speech 110.

JUNIOR AND SENIOR YEARS FOR TEACHERS IN SPECIAL EDUCATION WHO ARE GRADUATES OF FORMER TWO YEAR ELEMENTARY CURRICULA

Leading to the Degree of B.S. in Ed. and Limited State Elementary
Certificate

JUNIOR YEAR

FIRST SEMESTER	Sem. Hrs.	SECOND SEMESTER	Sem. Hrs.
Survey of Special Education 262..	2	Mental Testing 229.....	2
Mental Hygiene 234.....	3	Children's Literature 202 or 203..	3
*American History and Govern- ment 219	3	Advanced Reading Methods 205..	3
Electives	8	Electives	8
	16		16

SENIOR YEAR

Psychology of Exceptional Children 227	3	Student Teaching 215.....	3
Music 238 or 124.....	3	Social Science elective.....	2
Speech Re-education 212.....	3	Philosophy of Education 203....	3
Electives	7	Electives	8
	16		16

ELECTIVES FOR TEACHERS IN SPECIAL EDUCATION

Four special education curricula for teachers in public schools and for homebound cases are now available. When conditions permit, completed curricula to prepare teachers of the physically handicapped, hard of hearing, and unusually gifted will be offered. At the present time some of the general courses in these curricula are available. Students in the curricula now available will follow the core requirements as outlined on the preceding page, or those listed above, and in addition will take the following required courses as their electives:

	<i>Mentally Retarded</i>	<i>Partially Sighted</i>	<i>Socially Maladjusted</i>	<i>Speech Re-education</i>
Education	246, 265	246, 265		
Psychology	235		222, 235	
Art	207	207	207	
Biological Science	238, 245, 246	245, 246, 247	219, 220, 238	245
Business Education ...		112		
English			Elective	
Health & Physical Edu- cation	245	245	3 Sem. Hrs. 223, 224	223, 224
Home Economics	106	106		
Social Science			261 or 262	
Speech				211, 213, 214, 215, 220, 250, 251

* Students who have had U. S. History will take Contemporary Civilization 111 or 112 instead of American History and Government 219.

Forty-three semester hours of the junior and senior years must be in courses numbered over two hundred.

Minimum requirement for graduation, 128 hours.

Students who wish to qualify as Speech Correctionists at the end of four years may be required to take additional junior college courses in Speech to be selected from courses 111, 112, 122 and 123 as determined by the Head of that Department.

The electives give the student an opportunity to select at least one of the four areas in special education as a major sequence, and to secure minor sequences in one or more of the other areas. Courses required for the major sequence in each area are listed below.

FOUR YEAR CURRICULUM FOR SECONDARY SCHOOL TEACHERS

Leading to the Degree of B.S. in Ed. and Limited State High School
Certificate

FRESHMAN YEAR

FIRST SEMESTER	Sem. Hrs.	SECOND SEMESTER	Sem. Hrs.
English 110 or 111.....	3	English 111 or 112.....	3
Contemporary Civilization 111...	3	Contemporary Civilization 112....	3
Natural Science Survey 109.....	4	Natural Science Survey 110.....	4
Observation and Reading 109....	1	Observation and Reading 110....	1
Elective	3 or 4	Elective	3 or 4
Recreational Activities 101.....	1	Recreational Activities 102.....	1
	<hr/> 15 or 16		<hr/> 15 or 16

SOPHOMORE YEAR

History of Civilization 113.....	3	History of Civilization 114.....	3
General Psychology 111.....	3	Educational Psychology 115.....	3
Fundamentals of Speech 110.....	3	Hygiene 105	3
Art Appreciation 107.....	1	Music Appreciation 107.....	1
Electives	6 or 7	Electives	6 or 7
Recreational Activities 103.....	1	Recreational Activities 104.....	1
	<hr/> 17 or 18		<hr/> 17 or 18

JUNIOR YEAR

American Public Education 211..	3	Secondary Education 220.....	3
United States History.....	2 or 3	Electives in Education and Psychology	2 or 6
Electives	10 or 11	Electives	7 or 11
	<hr/> 16		<hr/> 16

SENIOR YEAR

Student Teaching and Special Methods 210.....	5	Student Teaching and Special Methods 210.....	5
Philosophy of Education 203.....	3	School and Community Relations 204	2
Electives	6 or 8	Electives	7 or 9
	<hr/> 14 or 16		<hr/> 14 or 16

Forty-three semester hours of the junior and senior years must be in courses numbered over two hundred.

All students following this curriculum should investigate the definite subject matter requirements for teaching in recognized and accredited high schools as listed by the bulletin on *The Recognition and Accrediting of Illinois Secondary Schools* and the North Central Association bulletin. Information concerning these requirements is available in the offices of the Director of the Training School and the Registrar.

Electives may include courses in Education and Psychology to the extent that the maximum in education, psychology and student teaching combined may not exceed thirty-two semester hours.

Minimum requirement for graduation, 128 hours.

The majority of electives will be chosen in accordance with teaching field requirements which precede the descriptions of courses in the different fields. In selecting the electives listed in addition to specific requirements the Heads of the Departments concerned should be consulted.

GRADUATE SCHOOL

HISTORICAL STATEMENT

Graduate study at Illinois State Normal University was offered for the first time during the summer session of 1944 as a result of authorization by the State Teachers College Board on July 12, 1943.

Consideration of and preparation for graduate work is not a matter of recent concern at Illinois State Normal University. In 1937 the Graduate Committee of the University became interested in preparing for the time when such an advanced program would be undertaken. Beginning in 1941 the five state teachers colleges and the University of Illinois, through several conferences each year, planned a five year program of work culminating in the master's degree. All of these considerations have resulted in excellent preparation for this additional program.

The Graduate Committee of the Teachers College Board indicated on January 10, 1944, the seven departments that would be approved for inaugurating such a program in the summer of 1944. On April 3, 1944, by Board action, the five departments interested in a complete program at this time were authorized to offer work beginning with the 1944-1945 academic year. The Board has indicated that other departments might be added to this approved list in the near future. On February 26, 1945, the Graduate Committee of the Teachers College Board approved the Department of Mathematics for a complete program.

FACULTY COMPETENCE

An element of strength in any graduate program is the qualifications of the faculty. In establishing the graduate program, the State Teachers College Board stipulated that any faculty member teaching graduate courses is required to have a doctor's degree, or the equivalent as defined in the standards of the American Association of Teachers Colleges. The present graduate faculty offering approved courses represents 39 persons with doctor's degrees and 6 having the recognized equivalent of such degrees.

Ability to offer excellent work on the graduate level is not confined to scholastic attainment in terms of degrees but is also evident in high quality teaching, enhanced through the experiences of many staff members in having offered graduate courses in other colleges and universities. Teaching ability must be recognized as a first essential in determining the value of a faculty member, even on the graduate level.

Membership and participation in professional organizations and learned societies in special fields, as well as authorship of books, monographs and articles, have all combined to provide recognition of many staff members as authorities in their fields.

BUILDINGS AND EQUIPMENT

To do first class work on the graduate level, a college must recognize that excellent buildings and adequate equipment, especially in certain areas, are absolute necessities.

Illinois State Normal University is fortunate in having Milner Library, completed in 1940, designed for undertaking a graduate program. For a number of years materials have been added to the holdings of the library in anticipation of a graduate program. Ample funds are available for constant additions to these holdings. With fifty-six carrels in the stack area provided for graduate study, two large reserve rooms, a very large reading room, and other equally valuable facilities, students undertaking graduate work will have the best of housing in which to use the ample materials at their disposal.

The availability of excellent laboratories in the Felmley Hall of Science meets exacting requirements for advanced work in the various sciences. The financial ability of the University to add new and needed equipment and supplies at any time makes possible the highly satisfactory furtherance of study in the science area.

Housing facilities and equipment in areas other than library and science afford opportunities for graduate students to do complete and thorough work comparable to that in the best institutions of higher education.

ADMISSION

Admission to courses for graduate credit will be guided by the following general requirements:

1. The completion of the first four years of the five year program, or the approximate equivalent, in a college or university that is accredited by the American Association of Teachers Colleges, or by the appropriate regional accrediting agency, or one that is recognized by the state university of the state in which the college or university is located. It should be clearly understood that a student who is admitted to the five year program at the beginning of the fifth year may be required to spend more than the minimum time to complete the work for the master's degree. All deficiencies must be cleared before students will be admitted to candidacy for the degree.

2. A student with the bachelor's degree from an institution not on the accredited or approved lists, as previously designated, may be accepted conditionally as an unclassified student, pending the satisfactory completion of one semester of graduate work.

3. Students within seven semester hours of graduation from a four year curriculum may, with the consent of the Committee on Admissions, be permitted to earn graduate credit for not more than the difference between the amount required for the bachelor's degree and twelve semester hours.

4. Complete official transcripts of all high school and college work must be filed.

5. Ordinarily admission will be restricted to students whose undergraduate record and whose other qualifications indicate promise of success in graduate work.

Application blanks for admission to graduate work may be secured from and filed with the Director of Admissions. After the blanks and the necessary transcripts have been received, they will be given consideration by the Committee on Admissions. This committee consists of the head of the department concerned, the Director of Admissions, and the Dean of the University, who is chairman of the Graduate Council.

Admission to graduate courses does not guarantee candidacy for the master's degree.

ADVISORY COMMITTEE

Each student admitted to graduate study shall work under the direction of an advisory committee. This committee will consist of a member of his major department as chairman, appointed by the head of that department; a representative of the department of education and psychology, appointed by the head of that department; and a third member appointed by the chairman of the Graduate Council, upon nomination by the other two members and the student.

ADMISSION TO CANDIDACY

Admission to candidacy for the master's degree shall be under the direction of the Graduate Council upon the recommendation of the candidate's advisory

committee. The Council may deny such admission to candidates or may refuse further registration upon the basis of unsatisfactory scholarship or upon unfitness for teaching on physical, moral, mental, or emotional grounds. All requirements for admission to candidacy must be satisfied not later than the completion of approximately sixteen semester hours of graduate work.

EXPENSES

Fees are the same as for undergraduate students except that (1) a matriculation fee of five dollars is required and is payable once only when the student first registers for a graduate course, and (2) students taking graduate courses are required to purchase their textbooks. A detailed statement concerning fees and living conditions may be found on Pages 29 and 30.

TIME LIMITATION

The maximum time limit for the completion of work for the master's degree is five years beginning with the date of matriculation.

RESIDENCE REQUIREMENT

One academic year (32 semester hours) or the equivalent in summer sessions is the minimum residence requirement. On approval of his Committee on Admission, a student holding a bachelor's degree from Illinois State Normal University may present a maximum of eight semester hours of residence credit from another college or university. Students contemplating such work are advised to have courses approved before taking them in order to insure satisfactory transfer of credits.

MARKING SYSTEM AND SCHOLARSHIP REQUIREMENT

1. The marks to be given in graduate courses are A, B, C, for passing work, F for failure, I for incomplete, and WX, WP, or WF for withdrawal.
2. Credits earned in the major field must have marks of B or higher if such marks are to apply toward a master's degree.
3. An average of B must be earned in all graduate courses taken.
4. Not more than three semester hours of credit with a mark of C may be applied toward the master's degree.

TESTS AND EXAMINATIONS

1. All students taking graduate courses must satisfactorily complete any tests required by the Graduate Council.
2. All graduate students are required to take the Graduate Record Examination before they can be admitted to candidacy for the degree. This examination is administered on the fourth Saturday of February, July, and September.
3. Each candidate for the master's degree shall pass an examination (oral or written, or both) covering the graduate work offered in support of his candidacy. The time, place, and nature of the examination shall be determined by his Advisory Committee.

THESIS OR RESEARCH PROJECT

Each student will be required to write a thesis or report on a research project. This thesis or report must give evidence of ability to think logically, to gather and organize material, to draw and defend conclusions, and to present results of the foregoing procedures in a creditable manner that will meet recognized standards for such writing. It is understood that the interpretation of this requirement shall be such that it may mean types of projects showing creative ability.

STUDENT TEACHING

The Advisory Committee for each student will recommend the type of practical school experience, if any, that will be most helpful to him.

DEGREE

The degree to be conferred upon the satisfactory completion of all requirements of the fifth or graduate year shall be that of Master of Science in Education.

DEPARTMENTS OFFERING GRADUATE WORK

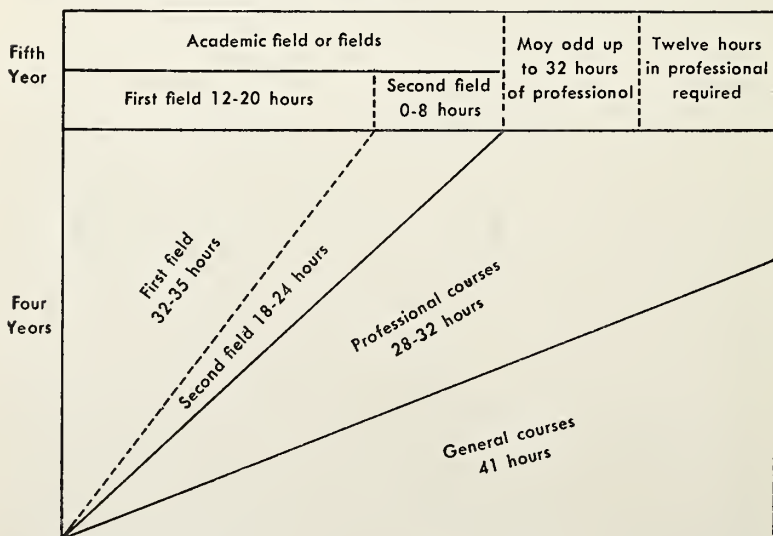
Certain departments were approved by the State Teachers College Board to offer graduate work beginning with the intersession and regular summer session of 1944. Such graduate work is also available in the regular sessions of the year. Those students who have satisfactory undergraduate preparation will find it possible to complete the requirements for the Master of Science in Education degree at the end of one academic year. The departments offering such programs are: Education and Psychology, Biology, English, Geography, Mathematics, and Social Science. At this time the Department of Foreign Languages will offer graduate courses during the summer session only. Graduate courses will probably not be offered by the Department of Speech before 1947.

CURRICULAR REQUIREMENTS

All students having been graduated from Illinois State Normal University meet very definite curricular requirements.

The undergraduate requirements for those in the elementary field will be found on pages 49-51 and for those in special education on pages 52-53.

The chart given below shows the approximate distribution and flexibility of the requirements of the five year curriculum for secondary teachers. The core curriculum of the first four years is found on page 54. The requirements for the teaching fields of the undergraduate program are found preceding the descriptions of courses for each department.



GRADUATE CURRICULAR REQUIREMENTS

ELEMENTARY AND SECONDARY SCHOOL TEACHERS

Students preparing for teaching positions will meet the requirements of the area of their specialization as follows:

Elementary School: Education 312, 401, 411, 412, 415, 418, 499, 0 to 3 hours in Education or Psychology, and additional electives in teaching fields to make a total of 32 semester hours.

Secondary School: Twelve semester hours in the professional area consisting of Education 327, 401, 412, 2 or 3 hours in Psychology, 2 or 3 hours in Education or Psychology, and additional electives in teaching fields, including a thesis or research project, to make a total of 32 semester hours.

Special Education: Education 401, 499, Psychology 431, 4 or 5 hours in Education or Psychology, and additional electives in professional or teaching fields to make a total of 32 semester hours.

Junior College: Education 305, 401, 412, 464, 2 or 3 hours in Education or Psychology, and additional electives in teaching fields, including a thesis or research project, to make a total of 32 semester hours.

Guidance and Personnel: Education 327, 401, 403, Psychology 301, 411, 431, 432, 433, Education 499 or Psychology 499, and electives in professional or teaching fields to make a total of 32 semester hours.

SCHOOL ADMINISTRATORS AND SUPERVISORS

Students preparing for positions as school administrators and supervisors will meet the requirements as indicated for each group. The needs and interests of the individual student will be met in part through providing separate courses and in part through special assignments, term papers, research projects, and field projects. As indicated, in addition to required courses, the student will elect from professional or subject matter fields under the direction of his Advisory Committee.

Superintendents of Schools and Elementary School Principals: Education 401, 411, 412, 418, 420, 431, 432, 499, and additional electives in professional or teaching fields to make a total of 32 semester hours.

Supervisors of Instruction: Education 312, 401, 411, 412, 415, 418, 420, 499, and additional electives in professional or teaching fields to make a total of 32 semester hours.

Secondary School Principals: Education 327, 401, 412, 420, 431, 432, 499, 2 or 3 hours in Psychology, and additional electives in professional or teaching fields to make a total of 32 semester hours.

Supervisors of Student Teaching in the Elementary Schools: Education 312, 401, 411, 412, 418, 420, 441, 442, 450, 499, and additional electives in professional or teaching fields to make a total of 32 semester hours.

Supervisors of Student Teaching in the Secondary Schools: Education 327, 401, 412, 418, 420, 441, 442, 499, 2 or 3 hours in Psychology, and additional electives in professional or teaching fields to make a total of 32 semester hours.

COURSES OF INSTRUCTION

DEFINITION OF CREDIT.—For credit purposes, each course is assigned semester hour value, each semester hour representing the equivalent of one class period of lecture or recitation or two periods of laboratory work per week for one semester.

FRESHMAN AND SOPHOMORE COURSES.—These are the comprehensive introductory courses in the various subjects offered in the freshman and sophomore years. They are numbered 100-199 and are known as junior college courses. Only a limited number of freshman and sophomore courses may be counted for graduation when taken by juniors and seniors.

COURSES OPEN TO JUNIORS AND SENIORS ONLY.—These are advanced undergraduate courses and are not open to freshmen and sophomores. They are numbered 200-299 and are known as senior college courses. Forty-three semester hours of all of the work of the junior and senior years must be in these courses.

GRADUATE COURSES.—These are graduate courses and except as provided for under "Admission" in the Graduate School section are open to graduate students only. They are numbered 300-499 and are the only courses which may be applied toward the master's degree.

COURSE CREDIT.—The semester during which a course is given is indicated by a Roman numeral placed after the number and title of the course, I for the first semester, II for the second semester. A number in parentheses shows the credit value in semester hours.

The following designations are used:

I (3): a course carrying three semester hours credit, given in the first semester.

II (3): a course carrying three semester hours credit, given in the second semester.

I (3) or II (3): a course which is offered each semester.

I (4) and II(4): courses which follow in sequence, one description covering the two courses.

Credits earned during the summer sessions or by extension are recorded with S or E preceding the course numbers.

Course offerings and teaching field requirements are listed alphabetically by departments.

AGRICULTURE

Students electing Agriculture as a first teaching field take as a minimum the following courses: 115, 116, 120, 121, 122, 125, 211, 218, 228, 229, 235, and a choice of 213 or 232. Total: 35 hours.

Students who wish to qualify under the Smith-Hughes Law must have a minimum of 52 semester hours of technical Agriculture. Such students take the following courses: 115, 116, 120, 121, 122, 124, 125, 128, 205, 208, 211, 213, 214, 216, 218, 219, 225, 228, 229, 231, 232, 235, 238, Biology 111, 112, 201, 211, Physical Science 140, 144, 207, and Geography 111. Physical Science

140, Geography 111, and Biology 111 and 112 may be substituted for Natural Science Survey 109 and 110.

Because of the large number of courses of technical agriculture required of students in this curriculum, such students are excused from taking Philosophy of Education and History of Civilization. Furthermore, they take Agriculture 238 instead of an educational elective.

Students electing Agriculture as a second teaching field take as a minimum the following courses: 115, 116, 121, 122, 229, 235, and electives in Agriculture. Total: 20 hours. In selecting the electives the Head of the Department of the second teaching field should be consulted. A second field in Agriculture may lead directly to a Smith-Hughes vocational preparation at a later period of study.

101. ELEMENTARY AGRICULTURE—I (3) or II (3)

An orientation in project work, 4-H clubs, agricultural organizations, cooperative marketing, soils, crops, breeds of livestock, feeds, and farm management. For rural school teachers.

115. LIVESTOCK MANAGEMENT—II (3)

Origin, development and improvement of cattle, horses, poultry, sheep and swine; character and form of various farm animals, identification of types and breeds, coupled with judging; management of farm animals.
Prerequisite: Agriculture 116.

116. LIVESTOCK FEEDING PRINCIPLES—I (3)

Classes of feeds, nutrients, and their functions in the animal body; nature and extent of demands for feeds for maintenance, growth, fattening, milk, wool, and work; choice of feeds and the compounding of rations.
Prerequisite: Physical Science 140.

120. SOILS LECTURES—II (2)

Origin, formation, and classification of soils; soil treatments and management practices. *Prerequisite:* Geography 111 and Physical Science 144.

121. FIELD CROPS—I (4)

Methods of planting, cultivating and harvesting the common cereal and forage crops; control of fungus diseases, insect pests and weeds; grades, improvement, and judging of grains.

122. SOILS LABORATORY—II (3)

Laboratory practice in texture, acidity, plasticity, shrinkage, and types, in connection with Soils Lectures 120. *Prerequisite:* Geography 111 and Physical Science 144.

124. FORAGE CROPS—II (3)

Production, utilization, and preservation, as hay or silage, of principal forage crops. Production and maintenance of meadows, pastures, and pasture mixtures. *Prerequisite:* Agriculture 121.

125. ORCHARDING—I (2)

Methods of propagating, choosing adaptable varieties, planting, pruning, spraying, cultivating, fertilizing, harvesting, storing and marketing of deciduous fruits. Planning and care of the home orchard emphasized.

126. SMALL FRUIT CULTURE—II (3)

Principles and practices involved in the commercial and home plantings of blackberries, dewberries, raspberries, currants, gooseberries, strawberries, and other small fruits. *Prerequisite:* Agriculture 125.

128. HOME VEGETABLE GARDENING—II (2)

Fundamentals of theories and practices of vegetable growing. Topics include: planning, selecting varieties, planting, transplanting, fertilizing, cultivating, harvesting, controlling insects and diseases, harvesting and storing of vegetables. Field practices are stressed.

202. HAY AND SEED QUALITY—II (3)

Drying, germination, selection, and storage of seed; certification, distribution, and growing of better seeds; hybrid corn production; grading, judging, and showing grain and hay; inspection, performance and purity tests. *Prerequisite:* Agriculture 124.

205. GENETICS—I (3)

Problems of heredity, variation, and evolution. Though primarily for agricultural and science students, the course may be taken by other students for its rich social values.

208. INTRODUCTION TO AGRICULTURAL EDUCATION—II (2)

A brief history and trends, major objectives, community study, program planning, evaluation, relationships, teacher qualifications, training, and outlook in agricultural education.

211. INTRODUCTORY AGRICULTURAL ECONOMICS—I (3)

Fundamental principles of economics in application to agriculture, agricultural finance, prices, taxation, marketing, and land use.

212. AGRICULTURAL ECONOMICS—II (3)

Present day agricultural economics, its place in the national economy, relief programs, effect of surplus on prices and incomes; price raising schemes by government action; individual and cooperative adjustment and proposed reforms for agriculture.

213. FARM MANAGEMENT—I (3)

Factors of production, such as equipment, labor distribution, cropping systems, and soils; organization and operation; types of farming.

214. MARKETING AGRICULTURAL PRODUCTS—II (3)

Machinery of markets, price-making forces, reasons for existing practices, marketing services, cooperative marketing and agricultural credit facilities.

216. FARM ACCOUNTING—II (3)

The application of accounting principles and forms to the farm business. Attention given to farm financial records, feed records, labor records, production records, breeding records, inventories, and methods of determining livestock and crop production costs.

218. ELEMENTARY DAIRYING—I (3)

Operation of the Babcock machine; testing, feeding, and management of herds; testing of milk, cream, butter, cheese, and ice cream for butter fat, acid, bacteria casein, and adulterants.

219. ECONOMIC DAIRY PROBLEMS—II (2)

Clean milk production; common dairy farm processing methods; sales methods, records, business methods; inspection, grading and judging of commercial products. *Prerequisite:* Agriculture 218.

220. DAIRY CATTLE BREEDING—II (3)

Dairy herd improvement through breeding methods. Includes equipment, labor, management for purebred business, prominent breed families; popular blood lines, and pedigrees. *Prerequisite:* Agriculture 218.

225. PORK PRODUCTION—I (3)

Selection of breeds; care and management of breeding herd; care and feeding of growing and fattening pigs; McLean County Hog Sanitation Program; and principles of selecting and judging swine for breeding and marketing. *Prerequisite:* Agriculture 115.

227. BEEF PRODUCTION—II (3)

Beef cattle industry; care and management of the breeding herd; care and feeding of fattening cattle; buildings and equipment; and the fitting of cattle for show and sale.

228. POULTRY MANAGEMENT—II (4)

Selection of building site, housing, fixtures for poultry houses; choosing of breeds; management, feeding and improvement of laying and breeding flock; selection, care and incubation of eggs; brooding and growing chicks; marketing of products.

229. LIVESTOCK JUDGING—I (2)

Fundamentals of livestock judging and its relation to production, marketing, and showing; individual scoring and comparative judging show-ring practices, judging contests; and breed and variety characters. *Prerequisite:* Agriculture 115.

230. FARM MEATS—II (2)

Farm butchering, cutting, care and curing of meats; judging of meats; correlation of conformation and finish of live animal to the quality of dressed carcass; nutritive value, economy, selection and utilization of different cuts.

231. GAS ENGINES AND TRACTORS—II (3)

Construction and operation theories of engines, ignition, timing, carburetors, fuels, lubrication, and adjustments for farm use.

232. FIELD MACHINERY—II (3)

Repair and the adjustment of the farm machines used for seeding, tillage, and harvesting; buying of the proper machinery; care and management, and construction and design of implements.

233. POULTRY BREEDING, JUDGING, AND EXHIBITING—I (3)

Genetic principles involved in poultry breeding, such as transmission of egg production, broodiness, egg shell and feather color; breeds and types of standard bred poultry; judging; and preparation of poultry for show purposes. A small poultry show will be conducted by the class.
Prerequisite: Agriculture 228.

235. FARM SHOP WORK—I (3)

Farm shop organization and methods of teaching. Use and selection of tools for the performance of farm shop jobs. Practical jobs to develop skill suited to the needs of rural communities. For teachers of agriculture and general shop work in rural high schools.

236. FARM BUILDINGS—I (3)

Design of farm structures with regard to materials, economy, conveniences, sanitation, appearance, and cost.

238. EVENING AND PART-TIME SCHOOLS—II (3)

The work of the teacher of agriculture in extension activities. Methods and subject matter in evening and part-time classes, as well as other extension services in vocational agriculture.

ART

Students electing Art as a first teaching field take as a minimum the following courses: 111, 112, 113, 114, 115, 201, 211, 225, 226, 227, 237 or 238, and electives in Art. Total: 35 hours.

Students electing Art as a second teaching field take as a minimum the following courses: 107, 111, 112, 113, 114, 115, 201, and electives in Art. Total: 22 hours. In selecting the electives the Head of the Department of the second teaching field should be consulted.

101. ART ACTIVITIES FOR ELEMENTARY SCHOOLS—I (2)

Basic skills and media for carrying on art activities in elementary schools including manuscript writing, lettering, bulletin board arrangements, use of wax crayon and fingerpaint. Problems in color and design.

102. ART ACTIVITIES FOR ELEMENTARY SCHOOLS—II (3)

Animal and figure drawing, elementary principles of perspective drawing, and problems in pictorial composition including murals.

107. ART APPRECIATION—I (1) or II (1)

The art elements and principles as exemplified in the major and minor arts and in relation to the needs of the students.

111. ART FUNDAMENTALS—I (3) or II (3)

Practice in the use of fundamental art elements and principles in creative problems applied to everyday living in the home, school, and community. Emphasis upon the total work of art rather than upon media or technique.

112. ART FUNDAMENTALS—II (3)

A continuation of the experience of making practical use of art principles through such problems as room arrangement, selection of costume, bulletin boards and flower arrangement. *Prerequisite:* Art 111.

113. MODELING FROM LIFE—I (3)

The anatomy and design of the human figure through experience with various media, using the living model. Lectures one hour per week on human anatomy taken concurrently in the Biological Science Department are an integral part of the course.

114. LIFE DRAWING—II (3)

Study in graphic media of the appearance and articulation of skeletal and muscular structure of the human body and its use in composition.

115. PERSPECTIVE DRAWING—I (1)

Elementary problems involving the principles of linear and aerial perspective.

117. LETTERING—I (2)

Practical experience in the use of the most important alphabets, supplemented by study of the historical development of letter forms and the modern commercial processes of reproducing them.

118. LANDSCAPE COMPOSITION AND SKETCHING—Summer only (3)

A recreational course in sketching out-of-doors, using such graphic media as pencil, charcoal, and chalks.

124. METAL CRAFTS—II (2)

Experience in designing and working with various metals, such as brass, copper, and silver, with emphasis upon appreciation, criteria for the consumer, industrial relationships, and vocational possibilities.

127. POTTERY—I (2)

Designing, making, glazing, and firing of pottery, accompanied by a study of the differences in earthenware, stoneware, and porcelain. Formulation of criteria for appraisal of various types of pottery.

201. CRAFTS FOR ELEMENTARY SCHOOLS—I (3)

Simple crafts suitable for the elementary level such as weaving, claywork, book binding, and paper and textile decorations. Emphasis upon the sequential development of the craft in relation to the maturity and growth of the child. *Prerequisite:* Art 102 or 112.

202. TEACHING ART IN ELEMENTARY SCHOOLS—II (2)

Principles for establishing a creative art program in an elementary school. Observation and planning of art work as an integral part of the experiences of the child at various levels.

207. ART FOR HANDICAPPED CHILDREN—II (3)

For teachers in special education. Practical use of design, materials, techniques, and methods of teaching, to meet the individual art needs of children in special classes.

211. CRAFTS FOR SECONDARY SCHOOLS—II (3)

Advanced craft techniques suitable for secondary schools with emphasis upon design principles and functionality.

212. CONTEMPORARY COSTUME—II (2)

An analysis of the characteristics of the individual and his environment as a basis for creative designing of costumes.

223. HOME PLANNING—I (3)

Application of art principles to the home, including plan and construction, interior planning, and landscape gardening.

225. HISTORY OF ART—I (3)

The development of art from prehistoric times to the Renaissance.

226. HISTORY OF ART—II (3)

The development of art beginning with the Renaissance to World War I.

227. MODERN ART—I (2)

The development of modern movements in painting, sculpture, architecture, and industrial design in Europe and America.

233. WATER COLOR—II (3)

Creative interpretation and design with water color. *Prerequisite:* Art 112.

235. ILLUSTRATION—I (2)

The techniques and media of illustration required in the commercial field with reference to problems of reproduction. *Prerequisite:* Art 114.

236. OIL PAINTING—I (3)

Experience with oil paints as a medium of creative expression. *Prerequisite:* Art 112.

237 and 238. STUDIO—I (2) or (3) and II (2) or (3)

Individual creative problems chosen by the student.

BIOLOGICAL SCIENCE

Students electing Biological Science as a first teaching field take as a minimum the following courses: 111, 112, 121, 122, 131, 132, and electives in Biological Science. Total: 37 hours.

Students electing Biological Science as a second teaching field take as a minimum the following courses: 111, 112, and (121, 122) or (131, 132) and electives in Biological Science. Total 20 hours.

In selecting the electives the Head of the Department should be consulted.

Students taking Biological Science as a teaching field take one semester of general chemistry and one of general physics in their freshman year. They are not required to take Natural Science Survey 109 and 110.

UNDERGRADUATE COURSES

105. HYGIENE—I (3) or II (3)

The factors actually determining health with special consideration given to the principles and practices of health promotion. Based upon those modern principles of hygiene that are intended to adjust the student in safeguarding and improving his own health and that of the community.

109 and 110. NATURAL SCIENCE SURVEY—I (4) and II (4)

Given jointly by the departments of biological science, geography, and physical science. An appreciation of the values in the biological, earth and physical sciences in relation to the development of civilization and for everyday living. Students who have had Biological Science 110 may not take Natural Science Survey 109 or 110 for credit.

111. GENERAL BIOLOGICAL SCIENCE—I (3)

A course in biological science, developing into a study of comparative physiology. As much of the anatomy and physiology of animals is taught in relationship to the human body as time permits. It is basic for all further courses in biology.

112. GENERAL BIOLOGICAL SCIENCE—II (3)

The scope of botany, together with its economic applications and its position in the field of education, is outlined. Deals with the fundamental principles essential to a study of the structure, functions, and classification of seed plants. The experimental phases of the work are concerned with life processes common to both plants and animals. *Prerequisite:* Biological Science 111.

117. HOME NURSING—I (2)

Theory and procedures to help potential homemakers meet personal and family health problems in their own homes. Covers the standard Red Cross course in Home Nursing and is taught by a Registered Nurse. Red Cross certificates are issued to all who satisfactorily complete this course. Students who have had Home Economics 212 may not take this course for credit.

121. COMPARATIVE ZOOLOGY—I (3)

Representative animals of the invertebrate group with particular emphasis upon protozoology and parasitology to meet present day needs. *Prerequisite:* Biological Science 111.

122. COMPARATIVE ZOOLOGY—II (3)

The work done in 121 continues into a thorough study of representative forms of the Phylum Chordata. The phylogenetic method of procedure is supplemented by embryological studies. *Prerequisite*: Biological Science 121.

131. COMPARATIVE BOTANY—I (3)

Largely a morphological and taxonomic study of the Thallophytes and Bryophytes used to interpret broad principles of plant life. *Prerequisite*: Biological Science 112.

132. COMPARATIVE BOTANY—II (3)

A study of the external form and internal structure of the vascular plants in which groups phylogenetic relationships are traced. Develops into a field course, in which facility in the ready identification of plants by means of keys and manuals as well as some comprehension of the ecological factors governing the distribution of plants are outcomes of the term's work. *Prerequisite*: Biological Science 131.

173. HEALTH EDUCATION WORKSHOP—Summer only (3-6)

See page 129 for description of course.

193. BIOLOGICAL SCIENCE WORKSHOP—I (3-6) or II (3-6)

See page 129 for description of course.

201 and 202. ENTOMOLOGY—I (3) and II (2)

Analysis of the structures by means of which insects are identified and classified. Damage to farm crops and animals is stressed and special attention is given to insects affecting man and his habitations. Recommended for those seeking enrollment in the Navy Hospital Corps and in the Army Medical or Sanitary Corps as well as for women wishing to serve as laboratory technicians. *Prerequisite*: Biological Science 111.

206. FIELD ZOOLOGY—II (3)

Birds, fish, reptiles, amphibians, and predatory as well as game animals are studied in the field. Such parasites of these animals as are harmful to man are also considered. Conservation is a component part of the course. *Prerequisite*: Biological Science 111.

211. INTRODUCTORY BACTERIOLOGY—I (3) or II (3)

Yeasts, fungi, and bacteria are studied in relation to human welfare. To meet the needs of students in agriculture, home economics, sanitation, and science in general. *Prerequisite*: A laboratory course in Biological Science.

212. GENERAL BACTERIOLOGY—II (2)

A continuation of Introductory Bacteriology. Designed for those students who need more specific information in regard to bacteriological methods of procedure and applications than is contained in the first course in bacteriology. *Prerequisite*: Biological Science 211.

214. PLANT PATHOLOGY—II (3)

A study of those types of plant disease caused by bacteria and fungi. *Prerequisite*: Biological Science 112.

215. PLANT PHYSIOLOGY—I (2)

Plant physiology as it concerns the reactions of plants to natural factors in their environment and their further response under the hand of man. *Prerequisite*: Biological Science 112.

219 and 220. NATURAL SCIENCE—I (3) and II (2)

An integrated course in the natural sciences especially designed to meet the professional needs of teachers in the elementary schools.

238. SCHOOL HEALTH—I (2) or II (2)

The teaching and supervision of school health in the grades and the prevention and control of disease in the community. The position of the various activities and studies of the elementary curriculum in relation to the health program of the school is considered. *Prerequisite*: Biological Science 105.

240. MODERN HEALTH PROBLEMS AND PROCEDURES—I (3)

The interpretation of personal health and group health problems. The course is particularly designed to acquaint teachers in service with recent developments in the field of health. Qualified students will find time to devote to problems of their own choosing in connection with new procedures in relation to war emergency needs. *Prerequisite*: Biological Science 238.

245 and 246. FUNCTIONAL ANATOMY—I (3) and II (3)

A course in biological science, including enough of the physiology and anatomy of vertebrates for the student to understand the structure and function of the human body. Special consideration to development, structure, and function of the organs of speech, sight, and hearing. Abnormalities of form and function also receive attention.

247. SIGHT-SAVING PROBLEMS—I (2)

Observations, lectures and demonstrations on methods in use in the school and in the clinic for the detection and care of eye disorders in order to give the teacher a proper appreciation of eye care and a significant understanding of corrective work. *Prerequisite*: Biological Science 246.

250 and 251. THE HUMAN BODY—MORPHOLOGY, FUNCTION AND BEHAVIOR—I (3) or II (3) and II (2)

A laboratory and lecture course for those who need information based directly upon the study of the human body. Attention is given to an understanding of human behavior as explained by studies in endocrinology and neurology. Especially recommended for physical education students and those seeking enrollment in the medical departments of the Army and Navy. *Prerequisite*: Biological Science 122 or Health and Physical Education 118.

273. HEALTH EDUCATION WORKSHOP—Summer only (3-6)

See page 129 for description of course.

293. BIOLOGICAL SCIENCE WORKSHOP—I (3-6) or II (3-6)

See page 129 for description of course.

GRADUATE COURSES

300 and 301. CURRENT LITERATURE IN BIOLOGICAL SCIENCE—I (1) and II (1)

Participation required of all graduate students majoring or minoring in the biological sciences. Study and critical analysis of recent advances in the field of biology as reported in current professional journals.

311. SCHOOL AND COMMUNITY SANITATION—II (3)

Designed to give a working knowledge of principles of sanitation and methods in prevention of diseases of endemic as well as epidemic nature as they apply to the school, gymnasium and public gathering places. Laboratory checks on the school's water and milk supplies, lunch room conditions, toilet facilities, and sewage disposal. Environmental factors such as light, temperature, humidity, heating and ventilation in relation to sanitary control. Methods in the supervision of the janitorial staff in the maintenance of sanitary conditions receive particular attention.

312. ADMINISTRATION OF SCHOOL HEALTH—I (3)

The administration and organization of school health education, presented through a correlated program relating all health agencies of the school to services offered by various public and private health departments and foundations of local community, county, state and nation. Health service procedures and use of statistical materials.

405. THE SENSORY ORGANS—II (3)

The anatomy and physiology of sense perception organs of the body, with special attention given to speech, hearing and sight saving.

421, 422, 423 and 424. BIOLOGICAL RESOURCES—I (2-8)

The biological resources of the community and state and the possibilities of their further economic development through employment in teaching, civic improvement and in the economic life of the local community. Individual problems are considered in the areas of (a) plant physiology, (b) entomology, (c) plant pathology, and (d) genetics.

Students may select from one to four of the areas to be studied in their relation to biological resources and will receive two semester hours of credit for each area covered. The areas will be designated as 421, 422, 423 and 424.

428. BIOLOGICAL RESOURCES—II (5)

The location, conservation, and study of the natural biological resources of the community and state. Individual problems through intensive application of taxonomic and ecologic principles.

450 and 451. HUMAN ANATOMY AND PHYSIOLOGY—I (3) and II (3)

Human anatomy and physiology with such emphasis upon endocrinology and neurology as may be applied to the interpretation of human behavior. The laboratory work is based directly upon the human body.

491. THESIS OR RESEARCH PROJECT (2-4)

A thesis or a research project dealing with the solution of a biological problem, preferably one concerned with the use of laboratory and field materials in the realm of teaching.

BUSINESS EDUCATION

Students electing Business Education as a first teaching field take as a minimum, one of the following sequences:

Secretarial Science: 111, 112, 113, 114, 115, 116, 122, 123, 124, 131, 132, 211, 212, and Geography 113. Total: 36 hours.

Accounting and Law: 111, 117, 131, 132, 231, 232, 241, 242, 252, 253, 254, 256, and Geography 113. Total: 38 hours.

Students electing Business Education as a second teaching field take as a minimum, one of the following sequences:

Secretarial Science: 112, 113, 114, 116, 122, 123, 124, 212. Total: 20 hours.

Accounting and Law: 117, 131, 132, 231, 232, 241, 242. Total: 21 hours.

General Business: 111, 131, 132, 252, 253, 254, 256. Total: 20 hours.

Distributive Business: 111, 117, 252, 253, 254, 257, Psychology 211.

Total: 19 hours.

NOTE: Students entering with some preparation in typewriting and shorthand in high school or private school may modify the sequences in secretarial science under advisement with the Head of the Department. The minimum requirement for teaching shorthand and typewriting is six semester hours in each field. Office Practice 211 does not apply as credit in typewriting or shorthand. Advanced Transcription 212 applies as one semester hour each in typewriting, shorthand, and business English.

111. ELEMENTS OF BUSINESS—I (3)

Business behavior and business practices and the basic fundamentals of business operation such as: borrowing, lending, elementary contract making, business ethics, buying and selling practice, planning and budgeting, and an approach to the mathematics of business activities. The object is to orient the student to business thinking.

112. TYPEWRITING—II (2)

Designed to give a knowledge of the machine and ability to type smoothly, accurately, and continuously for ten minutes on straight copy.

113. TYPEWRITING—I (2) or II (2)

The objective is to develop individual skills in operation to a minimum attainment of thirty-five words per minute on a varied selection of material. Instructional methods are included. *Prerequisite:* Business Education 112 or one year of high school typewriting.

114. TYPEWRITING—I (2) or II (2)

At the end of the course the student must submit three ten-minute tests with a net rate of at least fifty words per minute. Reasonable skill in setting up all forms of letters, in typing legal and business documents, in tabulation, and in cutting stencils is also required. *Prerequisite:* Business Education 113 or two years of high school typewriting.

115. BUSINESS ENGLISH—I (2) or II (2)

Fundamental principles that govern the several kinds of business letters and practical methods of handling the more typical situations. The course is a combined study of the business letter and practical English.

116. TYPEWRITING—I (2) or II (2)

Advanced correspondence, filing, dictation, legal and business documents. *Prerequisite:* Business Education 114 or two years of high school typewriting.

117. BUSINESS MATHEMATICS—I (3) or II (3)

A background course in business education providing training for those preparing to teach commercial arithmetic in high schools. Problem material: fundamental business calculations, financial statements and analysis, and the mathematics of merchandising.

122. SHORTHAND—II (3)

Eight chapters of Gregg *Manual* and reading text. Correct writing and reading techniques, learning and application of principles, vocabulary of frequent words, developed through drills, reading and dictation.

123. SHORTHAND—I (3) or II (3)

Continued development of skills in writing, reading, and vocabulary building. Introduction of transcription. Minimum requirement: 60 words a minute for five minutes. *Prerequisite:* Business Education 122 or one year of high school shorthand.

124. SHORTHAND—I (3) or II (3)

A dictation and transcription course with emphasis on letter set-up, principles of English mechanics, and development of transcribing ability and speed. Minimum requirement: 80 words a minute for five minutes, correctly transcribed. *Prerequisite:* Business Education 123 or two years of high school shorthand.

131. ACCOUNTING—I (3)

Leads to a study of business records in single proprietorship and in partnership. Covers operating statements and balance sheets with particular attention to the forms and the sources of the facts in the statements. Includes practice with controlling accounts, columnar journals, adjusting and closing books, and the work sheet.

132. ACCOUNTING—II (3)

Corporation accounting which leads to a consideration of cost accounting elements and the preparation of manufacturing statements. Interpretation of simple financial statements. Problem material is used to give the student sufficient opportunity for practice in accounting usage. *Prerequisite:* Business Education 131.

211. ADVANCED OFFICE PRACTICE—I (2)

Designed to give the student practice in assuming various office duties, in supervising office routine, in securing a measure of skill on the various office machines currently in business use. Open only to students electing secretarial science as a first teaching field. *Prerequisite:* Business Education 114 or 116 or six semester hours of typewriting.

212. ADVANCED TRANSCRIPTION—I (3) or II (3)

A course to integrate and strengthen shorthand, typewriting and English, with special emphasis on review and application of the principles of functional English. The aim is to increase the accuracy and speed of transcription. *Prerequisite*: Business Education 114 and 124.

213. METHODS AND MATERIALS IN TYPEWRITING—Summer only (3)

Methods and materials to be used for teaching typewriting and the psychology behind the teaching and learning of the subject. Required for teachers with degrees who wish to qualify by the proficiency test method, which includes speed at the rate of forty-five words per minute for fifteen minutes by the end of the course. *Prerequisite*: Five semester hours in Business Education 112, 113, and 114; or three semester hours of typewriting, plus two years of acceptable high school typewriting, or the equivalent in a private business school; or a degree and ability to pass a proficiency test upon completion of the course.

231. ACCOUNTING—I (3)

Revenue records affecting all types of business ownership. General accounting theory as applied to corporations, with special emphasis on concrete problems in manufacturing enterprises. Techniques of bookkeeping instruction are included. *Prerequisite*: Business Education 132.

232. ACCOUNTING—II (3)

Accounting for special types of business, together with a review of general accounting theory. A general survey of accounting for social security, system and auditing, and the relation of accounting to income taxation. *Prerequisite*: Business Education 231.

241. BUSINESS LAW—I (3)

Includes consideration of material and cases of bailments and sales of goods, with emphasis upon contracts.

242. BUSINESS LAW—II (3)

Negotiable instruments, installment sales, insurance, loans and discounts, partnerships and other business associations, property, social legislation, and some treatment of the tax laws as they affect business management. *Prerequisite*: Business Education 241.

252. ECONOMICS OF BUSINESS—II (3)

The purpose of the course is to adjust economic theory to intelligent business administration. Attention is given to practical application of economics in distribution with special reference to questions of transportation, risk, money, credit, and markets.

253. BUSINESS ORGANIZATION AND MANAGEMENT—I (3)

The corporation and other forms of business enterprise, methods of organization, internal operating policies, and case material in management. *Prerequisite*: Business Education 252.

254. ADVERTISING AND SALESMANSHIP—II (2)

Practical problems of distribution of goods and consumer demand. Applied principles of selling, both through publicity channels and through direct personal approach. Some selling practice is attempted and personnel development methods are used. *Prerequisite:* Business Education 252.

256. BUSINESS FINANCE—II (3)

Credit and financial controls, analyses of financial statements, the function of banking as a business, the interpretation of the security markets, and the internal management of the finance function. *Prerequisite:* Business Education 252.

257. DISTRIBUTIVE BUSINESS—Summer only (3)

Survey of the methods of sales techniques, materials of instruction, and procedures under the George-Deen Act, with application to classroom training and in-training in stores.

EDUCATION AND PSYCHOLOGY

Courses in Education and Psychology are required of all students, except those specifically enrolled as special tuition students. The course offerings in Psychology are listed on pages 82-84. The courses in Education are listed on pages 74-81 inclusive. The courses required in the Four Year Curriculum for Elementary School Teachers are found on page 50, those in the Four Year Curriculum for Teachers of Special Education on page 52, and those in the Four Year Curriculum for Secondary School Teachers on page 54. The courses listed under Library on page 107 may be used as general electives, or as electives in Education.

The total in Education and Psychology, including student teaching, must not exceed thirty-two hours, except in the case of experienced teachers who are graduates of former two year curricula and are working toward a bachelor's degree in Elementary Education. These students may extend the total to a maximum of thirty-eight hours. Persons not working toward a degree are, of course, free to select as many Education and Psychology courses as desired.

In the case of the mature student with teaching experience exceptions in prerequisites for certain courses may be made at the discretion of the Dean of the University.

EDUCATION

UNDERGRADUATE COURSES

107. READING METHODS—I (3) or II (3)

Reading needs of children from kindergarten through eighth grade; uses of various types of reading materials to develop desirable attitudes and good reading study habits; ways to measure progress in reading. *Prerequisite:* Education 108.

108. CHILD GROWTH AND DEVELOPMENT—II (3)

Physical, mental, emotional and social growth and development of children, and of the influence of home and school environment upon this growth. Based upon much observation of children from infancy through adolescence. Students who have had Education 102 may not take this course for credit. *Prerequisite:* Education 109 and 110.

109 and 110. OBSERVATION AND READING—I (1) and II (1)

Activities of children and youth in a wide variety of situations; a discovery of teaching problems through observation, reading, discussion and some participation, providing professional background for the student's entire college preparation for teaching; the use of reading at the adult level.

121. READING CLINIC—Summer only (1)

Basic reading problems presented by a guest instructor and regular staff members. An intensive course for one week.

122. PARENT-TEACHER ASSOCIATION CLINIC—Summer only (1)

Purpose, program, and organization of parent-teacher work, taught in cooperation with the Illinois Congress of Parents and Teachers. An intensive course for one week.

135. RURAL EDUCATION CLINIC—Summer only (1)

Community backgrounds of the rural school. Intensive work on specific problems of those enrolled in the course, including language arts, fine and applied arts, and social studies in the rural school.

193. EDUCATION WORKSHOP—I (3-6) or II (3-6)

See page 129 for description of course.

201. THE JUNIOR HIGH SCHOOL—I (2)

Origin, history, psychological basis, functions, program of studies, subject content, methods, organization, and administration of the junior high school. *Prerequisite*: Psychology 115.

202. CHARACTER EDUCATION—II (2)

Forces and factors which determine character, together with suggestions concerning the contributions which the school can make through its organization, curricular content, and methodology toward improving the character of its students. *Prerequisite*: Education 211.

205. INTRODUCTION TO PHILOSOPHY OF EDUCATION—I (3) or II (3)

Philosophy as applied to educational problems for determining the nature of the educative process, the ends and objectives of education, and the means of attaining educational ends. Lays basis for a philosophy of life and of education in a democratic society. *Prerequisite*: Completion of all other required education courses, and senior standing.

204. SCHOOL AND COMMUNITY RELATIONS—I (2) or II (2)

Techniques of securing a position, teacher-supervisor relationships, participation in community affairs, ethics for teachers, professional organizations, parent-teacher associations, state and federal departments of education, and teaching as a service profession. *Prerequisite*: Education 211.

205. ADVANCED READING METHODS—II (3)

Techniques of diagnosis and instruction for special cases of severe reading disability. Deals with physical, mental, and emotional maladjustments and teach-

ing errors which may become causal factors in reading disabilities. Provides opportunity for preparation of instructional materials and for the study of children with reading difficulties. *Prerequisite:* Education 107, and 210 or teaching experience.

206. RURAL EDUCATIONAL INSTITUTIONS AND LEADERSHIP—II (3)

Rural educational sociology and leadership, stressing the educational institutions and agencies such as the home, the school, the church, the Grange, the farm and home bureaus, the 4-H clubs, the newspaper, the drama, and the festivals, with special attention to leadership technique. Rural social and economic changes receive attention. *Prerequisite:* Education 211.

208. ELEMENTARY SCHOOL TESTS AND MEASUREMENTS—II (2)

Methods and uses of objective measurements in the elementary school, including both achievement and intelligence tests. Special emphasis on achievement tests, their evaluation, methods of administering, analysis of results, and remedial teaching. *Prerequisite:* Education 211.

210. STUDENT TEACHING AND SPECIAL METHODS—Secondary, I (5) and II (5); STUDENT TEACHING—Elementary, I (3) or (8) or II (3) or (8)

Observation of the growth and development of pupils and of the work of an expert teacher; instruction of individual pupils and small groups of children; participation in school activities, culminating in taking full responsibility of the pupil group. Required of all students before graduation. Assignments are made to the elementary or high schools, depending on the student's area of preparation. *Prerequisite:* At least one semester of residence at Illinois State Normal University, satisfactory preparation in subject matter fields and professional courses, and the approval of the Director of Student Teaching.

211. AMERICAN PUBLIC EDUCATION—I (3) or II (3)

Special emphasis on the American public school system. Includes organization of American public education, levels of education, personnel in public education, provisions for materials and environment, issues in American public education. *Prerequisite:* Psychology 115.

213. DIAGNOSTIC AND REMEDIAL INSTRUCTION—I (2) or II (2)

Diagnosis of pupil difficulty, preparation of appropriate remedial procedures, and evaluation of effectiveness of remedial work; remedial instruction in the training school; case study of a pupil selected either from the student's teaching group or from the training school. *Prerequisite:* Education 211.

215. STUDENT TEACHING—Special Education—II (3 or 5)

Similar to Student Teaching 210 but done with mentally retarded or partially sighted children, or in the Speech Clinic, or in connection with the Psychological Clinic. Differentiated according to the area of major specialization. *Prerequisite:* Education 210 and Psychology 227.

219. ADVANCED READING CLINIC—Summer only (1)

Problems in remedial reading as presented by a guest instructor and regular staff members. Demonstrations of new and special equipment in connection with remedial work. An intensive course for one week. *Prerequisite:* Education 107 or 121.

220. SECONDARY EDUCATION—I (3) or II (3)

Basic principles and techniques of teaching in secondary schools: learning goals, selection and organization of subject matter, assignment procedures, use of illustrative materials, instructional planning, methods of teaching, and evaluating the results of instruction. *Prerequisite:* Education 211.

221. HIGH SCHOOL TESTS AND MEASUREMENTS—I (2) or II (2)

Achievement and intelligence tests in the secondary school. Particular emphasis upon the achievement tests, their evaluation, methods of administering, analysis of results, and remedial teaching. *Prerequisite:* Education 211.

223. SECONDARY SCHOOL READING—Summer only (3)

Developmental and remedial aspects of high school reading for senior and junior high school teachers, supervisors, and administrators; the identification and development of reading skills and techniques; procedures helping in vocabulary building, comprehension and interpretation, and adaptation of rate to purposes of reading; special consideration to reading problems in the content subject fields, in reading interests and tastes, in securing practice materials, and administrative problems. *Prerequisite:* Education 211.

224. EXTRACURRICULAR ACTIVITIES IN SECONDARY SCHOOLS—I (2)

Survey of the so-called extracurricular activities in secondary schools. Types of activities, aims and values, practices in organization, administration, and supervision of these activities. *Prerequisite:* Psychology 115.

231. PUPIL ACTIVITIES IN THE ELEMENTARY SCHOOL—I (3)

Evaluation of the varied activities in the modern elementary school curriculum. Planned to help teachers to select and organize curriculum materials in units. Observation and discussion of such units in progress in the training school. Primarily for teachers who wish to study recent developments in elementary education. *Prerequisite:* Education 211.

232. EARLY CHILDHOOD EDUCATION—II (3)

Nursery-kindergarten-primary education as an integral part of the elementary school; the physical plant, equipment, organization, curriculum and methods of evaluation consistent with growth needs of young children; child-care centers to meet present community needs; parent education. *Prerequisite:* Education 211.

233. MIDDLE GRADE EDUCATION—II (3)

Methods and materials in intermediate grades; instructional problems planned especially for teachers of the middle grades; the selection, organization, and use of curriculum materials; the program of activities, pupil appraisal. *Prerequisite:* Education 211.

234. UPPER GRADE EDUCATION—II (3)

Problems in adapting school experiences to the special needs and interests of young adolescents in various types of school organization: grade teacher, departmental, and junior high school. *Prerequisite:* Education 211.

235. RURAL EDUCATION—II (3)

Duties of rural teachers, especially those of one, two, and three teacher schools; the rural social background; the daily-weekly schedule of teaching-learning activities; good housekeeping, equipment, records, and reports; school organization, social control and administration; community leadership. *Prerequisite*: Education 211.

236. CLASSROOM PROBLEMS—I (3)

Fundamental principles of child interest and need, and of group living, as these principles underly classroom organization, teaching procedures and curriculum activities; observation of and participation in solving problems such as group control, the use of records and reports, the selection of teaching materials and the evaluation of instruction. *Prerequisite*: Education 211.

240. AUDIO-VISUAL EDUCATION—II (3)

Theory, materials, and methodology of audio-visual aids. Results of experimental researches in audio and visual instruction; criteria for evaluating and selecting materials; sources and care of materials; and methods of using audio and visual aids in the classroom. Technique in photography, the making of slides and film strips, and practice in operating all types of audio-visual equipment. *Prerequisite*: Education 220 or 236.

246. METHODS IN SPECIAL EDUCATION—I (2) or II (2)

Underlying principles of organizing a school program for exceptional children. Means of selecting and evaluating suitable group and individual activities. Parallels Student Teaching 215. Differentiated according to the area of specialization. *Prerequisite*: Psychology 227.

250. CURRENT TRENDS IN EDUCATION—Summer only (1) or (2) or (3)

New trends and movements in education as revealed by changes in materials of instruction; methods of teaching and learning; pupil behavior, control and administration of schools, state and federal activities in education, and developments in teacher education. *Prerequisite*: Education 211.

251. INTRODUCTION TO PHILOSOPHY—I (3) or II (3)

A brief treatment of the historical development of philosophy, as well as a brief survey of the more important modern problems, aims, and methods.

252. ETHICS—I (3) or II (3)

Principles underlying human conduct, with applications to the life of the individual and to society.

261. BEHAVIOR PROBLEMS OF THE ELEMENTARY SCHOOL—Summer only (3)

Diagnosis and treatment of difficult children: typical problems in behavior, factors in maladjustment, and discipline. Opportunity for intensive study of a special behavior problem. *Prerequisite*: Psychology 115 or Education 108.

262. SURVEY OF SPECIAL EDUCATION—I (2)

Educational provisions for physically handicapped and mentally exceptional children, including the partially-sighted, crippled, delicate, deaf and hard-of-hearing, mentally subnormal and superior. Introductory course for majors in special education and for all classroom teachers and administrators who wish general information in this field.

263. UNITARY PROCEDURE IN TEACHING AND LEARNING—Summer only (1) or (2) or (3)

Specific treatment of the unit organization of subject matter, materials, and activities; the unit method of teaching; various related phases of educational procedure. This course may not be taken for credit by any student who has credit in 105, 106, 235, or 236. *Prerequisite:* Education 211.

264. SCHOOL LAW—Summer only (3)

Common school laws of the United States, with particular attention to those of Illinois; an attempt to trace the historical development of important legislation to discover changes in attitude and also present trends; brief consideration of measures which have been recently proposed but not enacted into law. *Prerequisite:* Education 211.

265. OCCUPATIONAL INFORMATION—II (2)

Techniques of gathering and evaluating occupational information. Means of using occupational information in the teaching of handicapped children to develop an interest in appropriate occupations.

293. EDUCATION WORKSHOP—I (3-6) or II (3-6)

See page 129 for description of course.

GRADUATE COURSES

305. READINGS IN EDUCATIONAL AND PSYCHOLOGICAL RESEARCH—I (1) or II (1)

Study and evaluation of current research dealing with the student's major field of interest. The course is intended to acquaint the student with research in all phases of education and psychology from the nursery school through the junior college.

312. INDIVIDUALIZATION OF INSTRUCTION—I (3)

Methods of making practical adaptations in the school program to aid the physical, emotional, educational development of individual children within a school group; selection and organization of materials and methods of individual instruction in the different subject areas; development and interpretation of case studies; practice in the techniques of recognizing and diagnosing the specific needs of children in the elementary school. *Prerequisite:* Education 108 or Psychology 115.

327. GUIDANCE—I (2)

Aims, needs, development, and present status of guidance in secondary schools. Means of learning individual capacities, special abilities and interests. The giving of vocational information. Emphasizes the role of the classroom teacher as well as the organization and administration of guidance activities.

401. INTRODUCTION TO RESEARCH—I (3) or II (3)

Emphasizes the selection of a research problem, collection of data, types of research, the research report, and use of the library in connection with the research problem. Elements of statistics are introduced. Provides a background for the preparation of the thesis or research project. Enables the student to become an intelligent consumer of the products of educational research.

403. EDUCATIONAL STATISTICS—I (2)

Basic statistics for workers in education and psychology. Advanced study of measures of central tendency, including the mean, median, and mode, as well as of measures of dispersion. Correlation techniques will be studied extensively as will also newer statistical methods. Emphasis will be placed on the use of statistical techniques studied and on statistical interpretation. *Prerequisite:* Education 401 or concurrent registration.

411. CURRICULUM FOUNDATIONS—I (3)

Bases of the modern curriculum. Includes the biological and psychological concepts which aid in understanding the growth and development of pupils, characteristics of American culture, social problems upon the solution of which human progress depends, common elements in the education of children in all countries, and nature and objectives of the educative process.

412. SEMINAR IN CURRICULUM CONSTRUCTION—II (2)

Principles and practices of curriculum construction. Extensive practical experience in constructing a course of study. Effect of research upon the curriculum as a whole and in different subjects; techniques for curriculum building from the nursery school through the junior college; critical examination and evaluation of city, county, and state courses of study; and techniques of conducting a program of curriculum study, revision and evaluation.

415. ALL-SCHOOL ACTIVITIES—I (2)

Organization of life of the elementary school in ways which give practice in democratic relationships and procedures; parent and pupil participation in school planning; purposes and procedures for developing such all-school activities as assemblies, school paper, clubs, school council, use of radio, and recreational program. School participation in suitable community projects.

417. ORGANIZATION AND ADMINISTRATION OF EXTRACLAS ACTIVITIES—II (2)

Functions, underlying principles, and cautions to be observed in the organization and administration of extraclass activities in the secondary school.

418. EVALUATION TECHNIQUES—II (2)

Development of basic principles underlying programs of evaluation in the elementary and secondary schools. Includes development and use of standardized and teacher-made tests; self-rating devices; conference techniques; and methods of recording and using data. Experienced teachers will have an opportunity to develop evaluation programs for schools in which they teach.

420. IMPROVEMENT OF INSTRUCTION—I (2) or II (2)

Principles underlying the improvement of instruction. Emphasizes techniques of improving instruction, including faculty meetings, class visitation, intervisitation, supervisory conferences, bulletins, research, testing programs, and directed study. Proposes means of evaluating supervisory practices.

431. SCHOOL ADMINISTRATION—I (3)

For superintendents, principals, and their administrative associates. Problems are taken from the necessary experiences of the public school administrators. Program of studies, records, pupil personnel, selection, retention and improvement of teachers, and interpreting the school to the public.

432. SCHOOL ADMINISTRATION—II (3)

A continuation of 431 stressing school finance, school law, school building problems, and school plant.

434. SCHOOL FINANCE—II (2)

Financial accounting and reporting, budgeting, unit costs, depreciation, insurance, school revenues, and other problems of local school finance.

441. LABORATORY SCHOOL ADMINISTRATION—II (2)

The development of laboratory schools; principles governing laboratory experiences to be required; provision for demonstration, participation and experimentation; coordination with theory and academic departments; admission and induction into student teaching; function of campus and off-campus laboratory schools; internship programs; public relations programs; evaluation of the laboratory school. Students will be provided experience in laboratory schools.
Prerequisite: Teaching experience.

442. LABORATORY SCHOOL EXPERIENCE—II (2)

Experience in laboratory schools in helping to supervise student teachers, observing and participating in laboratory school activities, assisting with curriculum building, conferring with student teachers, and applying principles and theories developed in other courses.

444. SUPERVISION OF STUDENT TEACHERS—I (2)

For experienced teachers preparing to do critic teacher work in laboratory schools. The course will deal with the responsibilities of a supervisor of student teachers, objectives and principles of a student teaching program, principles and methods of supervising student teachers, methods of conducting conferences with student teachers, and the evaluation of the growth and development of the student teacher and the student teaching program. Students taking the course will work in the laboratory schools of the University.

450. ADMINISTRATION OF SPECIAL EDUCATION—I (2)

For administrators and principals. Surveys and other methods of discovering exceptional children. Organization and administration of special classes and special rooms. Teacher preparation, legal aspects, equipment, transportation, public relations, and agencies cooperating in the education of exceptional children.

464. THE JUNIOR COLLEGE—I (3)

History, functions, curricula, methods of instruction, and organization and administration of the junior college.

499. THESIS OR FIELD PROJECT—II (2 or 3)

For students majoring in education. Independent study culminating in a thesis or a carefully written report on a field project. To be prepared under the guidance of an instructor of the student's special field.

PSYCHOLOGY

Students electing Psychology as a second teaching field take as a minimum the following courses: 111, 115, 212, 222, 234, and electives in Psychology. Total: 18 hours. In selecting the electives the Head of the Department of the second teaching field should be consulted.

Due to the relatively small number of high schools offering psychology at present in Illinois, the Department strongly recommends that students electing psychology as a second teaching field also qualify in two additional fields.

UNDERGRADUATE COURSES

111. GENERAL PSYCHOLOGY—I (3) or II (3)

A scientific foundation for interpretation of human behavior. Motives of men's acts, observing and attending, emotion, learning, and memory, influence of heredity and environment upon development, personality development.

115. EDUCATIONAL PSYCHOLOGY—I (3) or II (3)

Training for prospective high school teachers in the use of psychology as a guide in the development of young people, with special emphasis on learning. *Prerequisite:* Psychology 111.

211. PSYCHOLOGY OF MODERN BUSINESS—I (2)

The methods and results of the psychology of retail credit, marketing, advertising, salesmanship, and employment. An evaluation of current popular methods of judging personality and a comparison of these with scientific methods. Open to students of all curricula. *Prerequisite:* Psychology 115.

212. SOCIAL PSYCHOLOGY—II (2)

The behavior of people as groups; in particular, the behavior of local clubs, corporations, and governments; the formation of public opinion and the use of propaganda; the methods of procedure used in the organization and development of civilian and military morale. For students of all curricula and of special interest to majors in the social sciences and literature. *Prerequisite:* Psychology 111.

221. CHILD PSYCHOLOGY—Summer only (3)

The development and behavior of children from birth to adolescence. Designed to develop ability in applying knowledge of child psychology to the supervision and guidance of elementary education. Observation of teaching in the kindergarten and elementary school. Essential in the elementary curriculum; recommended in the high school curriculum. *Prerequisite:* Education 108 or Psychology 115.

222. PSYCHOLOGY OF ADOLESCENCE—II (2)

Understanding the adolescent, involving knowledge of the facts and principles of adolescence. Making case studies: interviewing, use of records, and case reporting. *Prerequisite:* Psychology 115 or Education 108, and Psychology 234.

225. PSYCHOLOGY OF THE FINE ARTS—II (3)

The contributions of psychology to the understanding of the fine arts; the factors and principles that constitute artistic capacity and aesthetic production; psychological measurement of artistic talent as used in the guidance and development of artistic ability; and development of a deeper appreciation of beauty and its relation to human behavior. For students in all curricula but especially for those in the fine arts. *Prerequisite*: Psychology 111.

227. PSYCHOLOGY OF EXCEPTIONAL CHILDREN—I (3)

Scientific understanding of children who deviate from the usual because of physical, mental, or other handicaps. Considerable use of observation and field trips. *Prerequisite*: Psychology 115 or Education 108.

229. MENTAL TESTING—II (2)

For students with no training in mental testing. Use of Binet and other individual and group tests will be studied and demonstrated. Emphasis on interpretation of test results. *Prerequisite*: Psychology 115 or Education 108.

234. MENTAL HYGIENE—I (3) or II (3)

Training for the prospective teacher in: recognizing serious problems; recognizing minor problems early and giving some help in correcting them; and preventing the development of adjustment problems by applying the positive principles of mental hygiene and working on the teacher's own personality development. *Prerequisite*: Psychology 115 or Education 108.

235. PSYCHOLOGY OF THE DELINQUENT CHILD—II (2)

The psychological basis of delinquency as to causes and prevention. Includes a study of misconduct whether technically delinquent or not. Presents material as to cooperating agencies dealing with delinquents. *Prerequisite*: Psychology 115 or Education 108.

GRADUATE COURSES

301. ADVANCED EDUCATIONAL PSYCHOLOGY—I (3)

The appreciation and understanding of the experimental and statistical approaches to the study of the learning human being. Laboratory work will be the basic procedure. *Prerequisite*: Psychology 115.

311. PSYCHOLOGY OF THE MENTAL DEVIATE—II (3)

The mentally deficient and gifted child as to personality aspects, educational possibilities, and general behavior patterns. *Prerequisite*: Biological Science 245, and Psychology 115 or Education 108.

411. COUNSELING AND PSYCHOTHERAPY—I (3)

Training in interviewing, making case histories, clinical diagnosis, and instruction in some of the basic techniques in psychotherapy. *Prerequisite*: Psychology 301 or concurrent registration.

421. THE USE AND INTERPRETATION OF TESTS—I (3)

The fundamental statistics necessary for the study and measurement of human behavior. *Prerequisite*: Psychology 301 and Education 403 or concurrent registration.

431. INDIVIDUAL MENTAL TESTING—I (2)

Designed to give training in the techniques of individual testing, including performance tests. Major emphasis given toward developing proficiency in the administration of Binet Tests. *Prerequisite*: Psychology 234, 301.

432 and 433. PSYCHOLOGICAL CLINIC—I (2) and II (2)

Actual practice in a clinic to be conducted by the Department of Education and Psychology for school children. Gives students training in individual psychological diagnosis. Two double periods per week. *Prerequisite:* Psychology 411, 421, and 431 or concurrent registration.

441 and 442. SEMINAR—I (1) and II (1)

Critical evaluation of current research in psychology relevant to teaching and learning. *Prerequisite:* Psychology 301.

499. THESIS OR RESEARCH PROJECT—II (2 or 3)

For students majoring in psychology. Independent study culminating in a thesis or a carefully written report on a research project. To be prepared under the guidance of an instructor of the student's special field.

ENGLISH

Students electing English as a first teaching field take as a minimum the following courses in addition to six hours of freshman English: 211 and 212 or 121, 213 and 214 or 122, 131 or 132 (preferably both), 105 or 275, 150, 276, and electives in English. Total: 38 hours.

Students electing English as a second teaching field take as a minimum the following courses in addition to six hours of freshman English: 121 or 122 (preferably both), 131 or 132 (preferably both), 105 or 275, 276, and electives in English. Total: 22 hours.

In selecting the electives the Head of the Department should be consulted.

Prerequisite to all courses numbered 121 and above: 6 semester hours of freshman English.

UNDERGRADUATE COURSES

102. FOLK LITERATURE FOR CHILDREN—I (3)

Fairy and folk tales, myths, legends, fables, nursery rhymes, and ballads suitable for children.

105. FUNCTIONAL ENGLISH GRAMMAR—I (2) or II (2)

The principles of sentence structure and the nature of the parts of speech. Primarily for students who intend to teach in rural schools or in the intermediate or upper grades.

110. ENGLISH LANGUAGE AND COMPOSITION—I (3) or II (3)

The principles underlying accepted usage in diction, sentence structure, and punctuation. Required of all students except those whose entrance examination in English shows superior training.

111. COMPOSITION BASED ON READING—I (3) or II (3)

The principles of composition with frequent practice in writing, including one long expository paper based on reading. The work in composition is paralleled by readings in the modern essay. *Prerequisite:* English 110 or exemption.

112. INTRODUCTION TO LITERATURE—I (3) or II (3)

Wide reading in contemporary literature to develop breadth of appreciation. Practice in the writing of criticism and other literary forms. Required to complete six hours of freshman English of all exempt from 110. Open as an elective to others. *Prerequisite*: English 111.

121. SURVEY OF ENGLISH LITERATURE—I (3) or II (3)

English literature from its beginnings through the eighteenth century. Designed primarily for minors in English but open to majors and others.

122. SURVEY OF ENGLISH LITERATURE—I (3) or II (3)

English literature of the Romantic, Victorian, and later periods. Designed primarily for minors in English but open to majors and others.

131. AMERICAN LITERATURE—I (3) or II (3)

A survey of American literature to 1855.

132. AMERICAN LITERATURE—I (3) or II (3)

A survey of American literature from 1855 to 1914.

150. WORLD LITERATURE OF ANCIENT TIMES—I (3) or II (3)

A rapid survey of ancient Greek, Roman, and Hebrew literature in translation. Selected masterpieces are read for an appreciation of the classical and the Old Testament contributions to modern culture. Extended attention is given to the Greek dramatists and to Plato's *Republic*.

161. ADVANCED WRITING—I (2) or II (2)

Chiefly exposition. The principles governing connected discourse.

165. JOURNALISM—I (3) or II (3)

The principles of newspaper writing, with special attention to straight news, interviews, speech stories, features and sports. Members of the class serve as reporters on *The Vidette*.

166. JOURNALISM—II (3)

The problems of editing, including copyreading, headline writing, proof-reading, make-up, and editorial writing, with practice on *The Vidette*. Brief study of newspapers and problems of the press. *Prerequisite*: English 165.

193. ENGLISH WORKSHOP—I (3-6) or II (3-6)

See page 129 for description of course.

202. MODERN LITERATURE FOR CHILDREN—I (3) or II (3)

Literature for children, with special emphasis on prose. Some attention to illustration of children's books of the nineteenth and twentieth centuries. *Prerequisite*: One course in children's literature.

203. VERSE FOR CHILDREN—I (3) or II (3)

Poetry for use in the elementary grades. *Prerequisite*: One course in children's literature.

211. ENGLISH LITERATURE TO 1600—I (3)

Anglo-Saxon poetry, stressing *Beowulf*; Middle English literature, with emphasis on the poetry of Chaucer; contributions of major writers of the English Renaissance, except Shakespeare, to new literary forms.

212. ENGLISH LITERATURE 1600-1780—II (2)

Development of English literature, exclusive of the novel, during the seventeenth and eighteenth centuries, with emphasis upon Milton, Dryden, Swift, Pope, Gray, Cowper, Burns, and Johnson.

213. ENGLISH LITERATURE 1780-1830—I (2)

Major writers of the Romantic Movement in England, especially Wordsworth, Coleridge, Byron, Shelley, and Keats. Attention to the literary and philosophic influences of the period.

214. ENGLISH LITERATURE 1830-1900—II (3)

Literature of the Victorian Period with some reference to social, political, and scientific trends. Emphasis on the poetry of Tennyson, Browning, Arnold, and the Pre-Raphaelites. Some attention to the chief prose writers of the period.

215. ENGLISH LITERATURE SINCE 1900—I (3)

Major English writers of the twentieth century with attention to contemporary trends in thought and expression.

219. SHAKESPEARE—I (3) or II (3)

Representative comedies, histories, and tragedies studied in chronological order. Attention to the period of Shakespeare and to the development of his technique.

231. AMERICAN LITERATURE SINCE 1914—I (2) or II (2)

Contemporary trends in thought and in the expression of current problems.

233. CREATIVE WRITING—II (2)

Opportunity for creative writing of various kinds, as narrative, drama, verse, criticism, editorial, and the article, determined largely by student's individual interests.

244. THE NOVEL—II (2)

An approach to the modern novel through literary history, methods of criticism, and relation of the novel to social background. Individual selection of reading from early to late novels.

251. WORLD LITERATURE OF MEDIEVAL AND MODERN TIMES—II (3)

A continuation of English 150 but independent of it. The salient characteristics of medieval and renaissance literature are studied in selections from Dante, Cellini, Montaigne, and Cervantes; those of neo-classicism and romanticism are considered in Racine, Moliere, Rousseau, Voltaire, and Goethe.

252. CONTINENTAL EUROPEAN LITERATURE SINCE 1860—I (3)

The more important writers and literary movements in Europe since the rise of realism, including Turgenev, Tolstoy, Dostoevsky, Gorky, Ibsen, Thomas Mann, and Sigrid Undset.

253. LITERATURE OF THE BIBLE—II (2)

A non-doctrinal study of the chief narrative, dramatic, and poetic literature of the Bible.

254. WORLD LITERATURE—II (3)

An introduction to great books in classical, Hebrew, and modern literatures, designed to deepen the student's cultural background. Planned chiefly for students in the elementary curriculum and for others not majoring in English.

268. JOURNALISM—I (2)

Methods for teachers in supervising student publications. Techniques for newspapers, handbooks, magazines, anthologies, and yearbooks. Teaching units in journalism are developed for elementary and high school English courses.

269. JOURNALISM—THE CONTEMPORARY MAGAZINE—II (2)

Extensive readings from varied periodical literature. Specialized readings in the fields of the student's major interests. Oral and written reviews and criticisms.

270. SCHOOL AND COLLEGE ANNUAL—Throughout year (1 to 6)

The basic principles and techniques of the school annual. Students in the course comprise the staff of the *Index* for the current year. Not more than two semester hours may be earned in one semester and no credit is given for less than one year's work on staff.

275. ENGLISH GRAMMAR—I (2) or II (2)

An historical and descriptive study of the sentence and its parts. Not to be taken by students with credit in English 105.

276. HIGH SCHOOL LITERATURE—I (2) or II (2)

Literature suitable for high school. Criteria for the selection of materials for the English course of study.

293. ENGLISH WORKSHOP—I (3-6) or II (3-6)

See page 129 for description of course.

GRADUATE COURSES

341. THE ESSAY—I (2)

Representative British and American essayists of the eighteenth and nineteenth centuries.

342. ENGLISH DRAMA TO 1700—I (2)

The mystery and morality plays, dramas by the major contemporaries of Shakespeare, and Restoration drama.

343. ENGLISH DRAMA SINCE 1700—II (2)

Drama of the eighteenth and nineteenth centuries, with special emphasis on Browning.

401. DEVELOPMENT OF THE ENGLISH LANGUAGE—I (3)

A study of the historical development of the English language. Attention to Anglo-Saxon, Middle English, foreign influences, and modern trends.

402. LITERARY CRITICISM—II (3)

A survey of critical and esthetic theory.

416. MILTON AND HIS CONTEMPORARIES—II (2)

The chief prose and poetry of Milton. Parallel reading from contemporary writers.

419. SHAKESPEARE—I (3) or II (3)

An advanced study of Shakespeare with attention to sources, textual problems, criticism, and modern scholarship.

430 and 431. AMERICAN LITERATURE—I (2) and II (2)

Intensive study of selected movements and trends in the literature of America since 1800. May be taken for two or four hours credit.

450. SEMINAR—I (2)

A study of problems peculiar to literary history, English language, and the teaching of English.

451. THESIS—II (3)

Independent study directed by an instructor in the student's special field.

FRENCH

Students who have had one year of high school French begin with French 112; those with two years begin with French 115; three years, French 116; and four years, French 211.

Credit is not given for French 111 unless French 112 is completed.

Students electing French as a first teaching field take as a minimum the following courses: 111, 112, 115, 116, and electives in French. Total: 32 hours.

Students electing French as a second teaching field take as a minimum the following courses. 111, 112, 115, 116, and electives in French. Total: 24 hours.

In selecting the electives the Head of the Department should be consulted.

UNDERGRADUATE COURSES

111 AND 112. FIRST YEAR FRENCH—I (4) and II (4)

Pronunciation taught by the phonetic method; essentials of grammar; exercises in hearing, speaking, and writing simple French; reading of material of graded difficulty.

114. COMPOSITION AND CONVERSATION—Summer only (3)

Practical exercises aimed at developing the ability to speak French. *Prerequisite*: French 112 or two years of high school French.

115 AND 116. SECOND YEAR FRENCH—I (4) and II (4)

Class reading of 800 to 1000 pages of short stories, plays, novels, and essays. Grammar review, oral and written composition. *Prerequisite*: French 112 or two years of high school French.

211 AND 212. MODERN FRENCH NOVEL—I (2) AND II (2)

Class and collateral reading of the novel of the nineteenth and twentieth centuries. Offered 1945-46. *Prerequisite*: French 116 or four years of high school French.

213. FRENCH SHORT STORY—Summer only (3)

Representative short stories of the nineteenth and twentieth centuries. Class conducted in French. *Prerequisite*: French 116.

215 AND 216. MODERN FRENCH DRAMA—I (2) AND II (2)

Class and collateral reading of the drama of the nineteenth and twentieth centuries. Offered 1945-46. *Prerequisite*: French 116.

217. CIVILISATION FRANCAISE—I (2)

A study of French people and institutions designed as background for the French teacher. Offered 1946-47. *Prerequisite*: French 116.

221. SURVEY OF FRENCH LITERATURE—I (3)

French literature from the earliest times through the seventeenth century. Class reading of seventeenth century masterpieces. Offered 1946-47. *Prerequisite*: French 116.

222. SURVEY OF FRENCH LITERATURE—II (3)

French literature of the eighteenth, nineteenth, and twentieth centuries. Class reading in nineteenth century poetry. Offered 1946-47. *Prerequisite*: French 116.

GRADUATE COURSES

401. MOLIERE—Summer only (3)

The major comedies of Molière, together with some of the farces and *comédies-ballets*. *Prerequisite*: Twenty semester hours in college French.

403. READINGS IN CONTEMPORARY FRENCH LITERATURE—Summer only (3)

Trends in contemporary prose, with readings from the novel and the drama.

GEOGRAPHY

(Including Geology)

Students electing Geography as a first teaching field take as a minimum the following courses: 111, 112, 113, 114, 115, 116, one of 217, 218, or 220, and electives in Geography. Total: 32 hours.

Students electing Geography as a second teaching field take as a minimum the following courses: 111, 113, 114, one of 217, 218, or 220, and electives in Geography. Total: 22 hours.

In selecting the electives the Head of the Department should be consulted.

Students majoring in mathematics or in biological or physical science and taking geography for a second teaching field are required to elect courses 112, 115, and 116. Students majoring in social science and taking geography for a second field are required to elect two courses from 213, 216, and 219.

UNDERGRADUATE COURSES

101. ELEMENTS OF GEOGRAPHY—I (3) or II (3)

An introductory course including the elements of the natural landscape including weather and climate, natural vegetation, landforms, soils, oceans,

and ocean currents, and a brief survey of the cultural landscape. Attention is also given to the planetary relations of the earth and to maps and their use.

103. GEOGRAPHY OF THE PEOPLES OF THE WORLD—I (3)

A study of the peoples of the world based largely upon climatic regions. Various peoples representing typical human life patterns. Emphasis upon how the customs, habits, and institutions of peoples are related to the natural environment in which they have developed. For students in the elementary education curriculum. Students who have had Geography 102 may not take this course for credit. *Prerequisite:* Geography 101 or 110, or Natural Science 109 and 110.

109 and 110. NATURAL SCIENCE SURVEY—I (4) and II (4).

Given jointly by the departments of biological science, geography, and physical science. An appreciation of the values in the biological, earth, and physical sciences in relation to the development of civilization and for everyday living. Students who have had Earth Science 110 or Human Geography 101 may not take Natural Science Survey 109 or 110 for credit.

111. PHYSICAL GEOLOGY—I (4)

Processes that have brought about the present physical condition of the earth's surface, erosion, weathering, and deposition. The significance of surface conditions in man's use of the earth. A study of oceanic and atmospheric phenomena. Special attention to the study of rocks, minerals, and soil formation. One half-day field trip required.

112. HISTORICAL GEOLOGY—II (4)

A consideration of the origin and structure of the earth. History of the earth as revealed by the rocks. The evolution of plant and animal life as shown by fossils. The study and use of topographic maps and geologic folios. One day field trip required. *Prerequisite:* Physical Geology 111.

113. ECONOMIC GEOGRAPHY—I (3) or II (3)

The productive occupations of man as an outgrowth of his earth environment. The production and distribution of the leading commodities. Chief commercial routes as related to geographic conditions. The struggle for resources and economic products as a cause of the present war. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

114. GEOGRAPHY OF NORTH AMERICA—II (3)

A consideration of North America by geographic regions, demanding considerable library and map study. Designed to give familiarity with methods of securing, organizing and presenting geographical data. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

115. METEOROLOGY—I (3) or II (3)

The atmosphere as part of man's physical environment. Temperature, moisture, wind, cloud, and sunshine as natural factors influencing man. Construction of the daily weather map and its use as an instrument in weather forecasting. Special attention given to aviation meteorology. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

116. CLIMATOLOGY—II (2)

The chief climatic regions of the world. Emphasis upon climate as a factor in influencing man and his adjustment to his natural environment. Attention given to climate as one of the bases of production and interchange of commodities. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110. Geography 115 desirable.

117. THE GEOGRAPHY OF STRATEGIC MATERIALS—I (2) or II (2)

Leading materials now regarded as strategic in peace or war. A consideration of important uses, chief regions of production, proportion of domestic needs furnished by the United States, and difficulties of securing additional supplies. Problem of allocation as a basis for a permanent peace.

118. MAP READING AND INTERPRETATION—I (3) or II (3)

Planned to aid the student in reading and interpreting correctly the common classroom maps and the United States topographic maps. Emphasis is placed upon the value of classroom maps as an aid to good teaching and upon the importance of topographic maps and aerial photographs for war and civilian defense purposes.

209. GEOGRAPHY OF THE PACIFIC ISLANDS—II (2)

Their physical patterns, their natural resources, and current problems. An interpretation of economic activities in relation to the natural environment of the islands and the cultural background of the people. The strategic importance of these islands in the present war. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

211. GEOGRAPHY OF MIDDLE AMERICA—I (2)

A geographic interpretation of the cultural, commercial, and industrial problems of Mexico, Central America, and the West Indies. Emphasis upon those portions most closely associated with the United States. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

212. GEOGRAPHY OF ILLINOIS—II (2)

Regional approach to the study of the State of Illinois. Agricultural and industrial regions form the basis for the treatment. Considerable attention to urban geography. Contiguous areas that are intimately connected with the geography of Illinois are included. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

213. HISTORICAL GEOGRAPHY OF THE UNITED STATES—II (2)

The influence of geographic factors on the discovery of North America, the settlement of the continent, and the development of the United States as a nation.

215. GEOGRAPHY OF SOUTH AMERICA—II (3)

Emphasis upon the contemporary importance of South America. The economic and commercial importance of each country is stressed. Emphasis upon the growing importance of solidarity of nations of the western hemisphere. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

216. GEOGRAPHY OF WORLD PROBLEMS—II (3)

Present day world problems as affected by their geographic settings. The natural environment as a factor influencing international relations. Particular emphasis upon the politico-geographical problems of European nations in other parts of the world. Problems of the Far East and of Latin America. Geographic basis of the World War and current problems. Natural resources in relation to peoples and nations as affecting peace and the postwar world.

217. GEOGRAPHY OF EUROPE—I (3)

Europe based upon regions. Presents importance and possible future of each in the light of geographic conditions. Attention to the geographic basis of the European War. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

218. GEOGRAPHY OF AFRICA AND AUSTRALIA—II (3)

A regional study giving emphasis to those portions which are most densely populated and where civilization is most highly developed. The significance of these continents in a world at war. Approximately two-thirds of the time is devoted to Africa and one-third to Australia. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

219. CONSERVATION OF NATURAL RESOURCES—I (3)

Soils, minerals, forests, and water as basic factors in the development of modern civilization. A consideration of the original resources, methods of use, and rate of exhaustion. The most profitable use of the remaining resources. The seriousness of the conservation problem in our national life.

220. GEOGRAPHY OF ASIA—II (3)

A regional geography emphasizing China, Japan, and India. Problems of the Far East in the light of geographic conditions. Present and possible future importance of the continent in world affairs. Much attention is given to the geographical bases for the present war in Asia and the Pacific. *Prerequisite:* Geography 101 or 110, or Natural Science Survey 109 and 110.

221. FIELD GEOGRAPHY OF EASTERN UNITED STATES AND SOUTHEASTERN CANADA—(9) Not offered in 1945.

Six weeks of field study by motor bus, including southern Appalachians, Atlantic Coast, New York, New England, St. Lawrence, and Great Lakes. Runs concurrently with the summer session, and is a component part of it. The first week is spent in a study-survey of the area covered by the field work, six weeks in the field and the eighth week in study upon the campus. Credit in geography, history, and biology. *Prerequisite:* Three semester hours of geography, or teaching experience.

222. FIELD GEOGRAPHY OF WESTERN UNITED STATES AND SOUTHWESTERN CANADA—(9) Not offered in 1945.

Seven weeks of field study through southwestern United States, the Pacific Coast Region, the Canadian Rockies, the High Plains, and the Great Lakes Region. Regular part of the summer session and runs concurrently with it. Part of the first week is spent on the campus. Seven weeks are spent in the

field and the eighth week on the campus completing the study begun in the field. Credit in geography, history, and biology. *Prerequisite:* Three semester hours of geography, or teaching experience.

223. METHODS AND MATERIALS IN THE TEACHING OF GEOGRAPHY—II (2)

The aims and values of geography. The functional philosophy of geography in terms of pupil activity and understanding. A consideration and evaluation of the various methods of presentation. Materials and devices for teaching geography. Field work, its purposes and values. For elementary teachers. *Prerequisite:* Five semester hours of geography, or teaching experience.

GRADUATE COURSES

301. CLIMATES OF THE CONTINENTS—II (2)

Chief elements of climate by continents. The course is based upon the student's knowledge of meteorology and climatology and the continental studies. Much attention to synthesis and generalizations of world climates.

303. TECHNIQUES OF FIELD WORK—I (3)

Techniques of mapping and interpretation of the phenomena of the natural and cultural landscapes. Most of time spent in field doing original study and mapping.

306. POLITICAL GEOGRAPHY—II (3)

Geography as a factor in the differentiation of political phenomena over the earth. The modern state in relation to the elements of the natural environment. The interrelationships of nations in their geographical setting. Europe as the developing center of political ideologies that have spread throughout the world.

307. GEOGRAPHY OF LATIN AMERICA—II (3)

Intensive study of some major geographic problem of Latin America. *Prerequisite:* Geography 211 or 215.

401. PRO-SEMINAR—I (3)

The philosophy of geography that distinguishes it from the other social sciences on the one hand and from the related earth sciences on the other. The study of what makes up good geographic writing. Training in research and methods and practices in writing.

403. GEOMORPHOLOGY OF NORTH AMERICA—I (3)

Physiographic regions of North America. Emphasis placed upon the development of surface features of each area as a background for present geographic patterns of that region.

406. URBAN GEOGRAPHY—II (3)

Importance of urban agglomerations and the problems presented by them. A field study of a typical urban center such as Bloomington-Normal, and type studies of great urban centers in the United States and the world. Attention to the cultural pattern imposed upon the natural landscape features.

409. CARTOGRAPHY AND GRAPHICS—I (3)

Graphic representation of statistical data. Chief types of graphs and their use on the various maturity levels. Map projections, scales, symbolisms, dot maps and their use.

411. GEOGRAPHY OF ASIA AND THE PACIFIC REALM—II (3)

Intensive study of some geographic problem of Asia or the Pacific. *Prerequisite*: Geography 209 or 220.

412. PROBLEMS IN CONSERVATION—I (3) or II (3)

An investigation of one or more problems relating to Conservation. *Prerequisite*: Geography 219.

424. THESIS—II (3 or 4)

Selecting the thesis problem and blocking out plans of study and development. Methods of research and interpretation. Writing and criticism.

GERMAN

Students who have had one year of high school German begin with German 112; those with two years begin with German 115; three years, German 116; and four years, German 211.

Credit is not given for German 111 unless German 112 is completed.

Students electing German as a first teaching field take as a minimum the following courses: 111, 112, 115, 116, and electives in German. Total: 32 hours.

Students electing German as a second teaching field take as a minimum the following courses: 111, 112, 115, 116, and electives in German. Total: 24 hours.

In selecting the electives the Head of the Department should be consulted.

111 AND 112. FIRST YEAR GERMAN—I (4) AND II (4)

Pronunciation, essentials of grammar, reading of easy German stories, oral and written exercises based on the material read.

115 AND 116. SECOND YEAR GERMAN—I (4) AND II (4)

Class reading of modern German prose and poetry, beginning with simpler stories and progressing in the second semester to at least one work each of Lessing, Schiller, and Goethe. Grammar review; oral and written composition. *Prerequisite*: German 112 or two years of high school German.

211 AND 212. MODERN GERMAN NOVEL—I (2) AND II (2)

A rapid-reading course in the novel and *Novelle* of the nineteenth and twentieth centuries from Goethe to Thomas Mann and the contemporary novelists. *Prerequisite*: German 116.

215 AND 216. MODERN GERMAN DRAMA—I (2) AND II (2)

Representative works of the outstanding dramatists of the nineteenth and twentieth centuries from Kleist to Gerhart Hauptmann. *Prerequisite*: German 116.

221 AND 222. SURVEY OF GERMAN LITERATURE—I (3) AND II (3)

Class and collateral reading of representative works of the most important authors from the eighth century to the present time. The reading is so planned

that it does not duplicate work done in courses in the novel and the drama.
Prerequisite: German 116.

HEALTH AND PHYSICAL EDUCATION

Men and Women

All students are required to take as a minimum four semesters of recreational activities as outlined in courses numbered 101 through 110. Not more than four such courses may be counted toward graduation. Courses are arranged to acquaint the student with a wide variety of individual, dual, and team activities.

Students electing Health and Physical Education as a first teaching field take as a minimum the following courses:

Men: 111, 112, 117, 118, 119, 120, 210 or 212, 213 or 214, 225 or 243, six hours of 219, 220, 221, and 222, and electives in Health and Physical Education. Total: 34 hours.

Women: 111, 112, 116, 117, 118, 119, 120, 210 or 212, 219, 220, 221, 225, 230, 231, and electives in Health and Physical Education. Total: 34 hours.

Students electing Health and Physical Education as a second teaching field take as a minimum the following courses:

Men: 111, 112, 117, 118, 119, 120, 210 or 212, 213 or 214, three hours of 219, 220, 221, and 222, 225 or 243. Total: 22 hours.

Women: 111, 112, 116, 117, 118, 210 or 212, 219, 220, 221, 225, 230 or 231. Total: 22 hours.

Students electing Health and Physical Education as a first or second teaching field need not take Recreational Activities 101, 102, 103, and 104 required of other students.

COURSES FOR MEN AND WOMEN

Recreational Activities are required of all students. Upperclassmen take, without credit, various types of gymnastic and athletic activities basically essential to the health and vigor of the prospective teacher.

109. RECREATIONAL DANCING—I (1) or II (1)

Recreational mixers; country, square, and social dancing.

110. ADVANCED RECREATIONAL DANCING—II (1)

A continuation of 109. Stresses particularly the methods in teaching and calling the dances to be taught. *Prerequisite:* Health and Physical Education 109.

113. SWIMMING AND DIVING—II (1)

Arranged primarily for beginners in swimming and diving. Special attention to individual needs.

115. FIRST AID—I (2) or II (2)

The standard Red Cross requirements in first aid. Red Cross certificates will be issued to all who complete the work satisfactorily.

117 and 118. ANATOMY AND PHYSIOLOGY—I (3) and II (3)

The gross structure of the human body and its physiology.

132. SCOUTING—II (3)

This course is approved by the Training Division of the National Boy Scouts of America as a qualified course for the training of Scoutmasters. Offered for students who wish to combine scouting with their other teaching duties.

193. HEALTH AND PHYSICAL EDUCATION WORKSHOP—I (3-6) or II (3-6)

See page 129 for description of course.

210. ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION—II (2)

Factors concerning the administration of a physical education program at the elementary and secondary level; organization, classification, facilities. *Prerequisite:* Health and Physical Education 111 and 112.

211. GROWTH AND DEVELOPMENT—I (3)

The growth and development of the child as related to physical education. *Prerequisite:* Health and Physical Education 118.

212. PRINCIPLES OF PHYSICAL EDUCATION—II (2)

The basic facts underlying physical education; its aims and objectives; and the place of physical education in American life. *Prerequisite:* Health and Physical Education 111 and 112.

223 and 224. RECREATIONAL ACTIVITIES FOR ELEMENTARY SCHOOLS—I (1) and II (1)

The organization, administration and content of the program of physical education for the first eight grades of the elementary school. Supplemented by directed observation and teaching in physical education classes in the elementary school. Students who have had 229 may not take this course for credit. *Prerequisite* for 224: Health and Physical Education 223.

225. PHYSICAL DIAGNOSIS AND CORRECTIVE PROCEDURES—I (2)

Methods employed in determining the physical symptoms resulting from injury, accident, or faulty body mechanics; the correction of physical defects. *Prerequisite:* Health and Physical Education 118.

226. CLINICAL PHYSIOTHERAPY—II (3)

Different types of therapy, with laboratory practice on case studies in the local communities. *Prerequisite:* Health and Physical Education 225.

229. RECREATIONAL ACTIVITIES FOR ELEMENTARY SCHOOLS—Summer only (3)

Methods and material in physical education for the elementary classroom teacher. Students may not take this course for credit if they have had 223 or 224.

230. HIGH SCHOOL PHYSICAL EDUCATION—II (2)

The factors essential to program planning in physical education on the secondary level. Types and gradations of activities included. *Prerequisite:* Health and Physical Education 111 and 112.

231. ELEMENTARY PHYSICAL EDUCATION—I (2)

The factors essential to program planning in physical education on the elementary level. Types and gradations of activities included. *Prerequisite:* Health and Physical Education 111 and 112.

240. PROBLEMS IN PHYSICAL EDUCATION—II (2)

Emphasis upon the problems of administering the health and physical education program; interpretations of the new law; practical problems in programming.

243. KINESIOLOGY—I (2)

The mechanics of muscular movements as applied to physical education activities. *Prerequisite:* Health and Physical Education 118.

245. PHYSICAL EDUCATION FOR HANDICAPPED CHILDREN—I (3)

Methods and materials in teaching physical education activities to exceptional children, such as the crippled, mentally subnormal, partially sighted, and physically defective.

250. RECREATIONAL LEADERSHIP—II (3)

A theoretical and practical course in leadership qualities essential for camp work, club work, community work, and extracurricular activities.

293. HEALTH AND PHYSICAL EDUCATION WORKSHOP—I (3-6) or II (3-6)

See page 129 for description of course.

COURSES FOR MEN ONLY

The following courses are arranged to meet the recreational and development needs of the students. They include sections stressing activities for body development, outdoor conditioning activities, tumbling and apparatus exercises, and individual and dual sports.

101 and 102. RECREATIONAL ACTIVITIES—I (1) and II (1)

Activities for the fall, winter, and spring programs.

103 and 104. RECREATIONAL ACTIVITIES—I (1) and II (1)

Emphasis upon the activities of the group in seasonal sports and games. *Prerequisite:* Health and Physical Education 101 and 102.

108. RECREATIONAL ACTIVITIES—I (1) or II (1)

Provision for the recreational and activity needs of those limited in participation by the University Health Service.

111 and 112. PHYSICAL EDUCATION ACTIVITIES—I (2) and II (2)

Basic seasonal developmental activities. A prerequisite for all coaching and physical education courses.

119 AND 120. PHYSICAL EDUCATION ACTIVITIES—I (2) and II (2)

Continuation of 111 and 112, extending the student's knowledge and skill of a wider variety of activities.

129. ATHLETIC COACHING CLINIC—Summer only (1)

A week of intensive practice and discussion on the techniques of offensive and defensive football and basketball. Discussion and interpretation of new rules; demonstration and review of various technical aspects of offensive and defensive play; the diagnosis and treatment of athletic injuries; taping of athletic injuries; the selection, training and conditioning of players.

213 and 214. INTRAMURAL MANAGEMENT—I (1) and II (1)

A practical course, involving the management of intramural activities. Each student will be required to participate in the administration of the intramural program. Students who have had 241 may not take this course for credit.

The following courses deal with the professional preparation of high school and grade school coaches. The courses stress conditioning, rules, fundamentals, offensive and defensive team strategy, and team play. Students from other departments will be permitted to take the courses upon presentation of evidence of satisfactory playing experience in high school or as members of the varsity in the University, even though they do not have the required prerequisite.

219. FOOTBALL COACHING—I (3)

The professional preparation of coaches in football. *Prerequisite:* Health and Physical Education 111 and 112.

220. BASEBALL COACHING—II (3)

The professional preparation of coaches in baseball. *Prerequisite:* Health and Physical Education 111 and 112.

221. BASKETBALL COACHING—I (3)

The professional preparation of coaches in basketball. *Prerequisite:* Health and Physical Education 111 and 112.

222. TRACK AND FIELD—II (3)

The professional preparation of coaches in track and field. *Prerequisite:* Health and Physical Education 111 and 112.

241. INTRAMURAL MANAGEMENT—Summer only (3)

The administration of the intramural program of the high school. Students taking this course may use it in the place of 213 and 214.

COURSES FOR WOMEN ONLY

101 and 102. RECREATIONAL ACTIVITIES—I (1) and II (1)

Fundamental skills of games, sports, and elementary rhythmic activities. Activities are determined according to seasons,—fall, winter, and spring.

103 and 104. RECREATIONAL ACTIVITIES—I (1) and II (1)

Outdoor activities for the fall and spring seasons; games and dances of a recreational nature during the winter season. *Prerequisite:* Health and Physical Education 101 and 102.

105. CONTEMPORARY DANCING—I (1)

Skills and techniques necessary to the development of the modern dance.

106. ADVANCED CONTEMPORARY DANCING—II (1)

The structure of the modern dance. Original patterns are developed.

108. RECREATIONAL ACTIVITIES—I (1) or II (1)

Provision for the recreational and activity needs of those limited in participation by the University Health Service.

111 and 112. PHYSICAL EDUCATION ACTIVITIES—I (2) and II (2)

Developing of fundamental skills in individual and team activities.

116. FUNDAMENTALS OF RHYTHM—I (2)

Development of fundamental skills in rhythmic activities, including a study of the analysis of rhythmic forms.

119 AND 120. PHYSICAL EDUCATION ACTIVITIES—I (2) and II (2)

Continuation of 111 and 112, extending the student's knowledge and skill of a wider variety of activities.

123. METHODS AND MATERIALS IN PHYSICAL ACTIVITIES—Summer only (3)

Theory and practice in the techniques of playing, teaching, and officiating team and individual sports. Not open to physical education majors.

219 and 220.—COACHING AND OFFICIATING—I (1) and II (1)

Deals with the techniques of teaching physical education activities by directed observation and supervision. *Prerequisite:* Health and Physical Education 119 and 120.

221. DANCE TECHNIQUES—I (2)

Selection of materials for teaching various types of dance; a study of progression in teaching each type; grade placement; and practice in perfecting dance techniques. *Prerequisite:* Health and Physical Education 116.

252 AND 253. ADVANCED OFFICIATING—I (1) and II (1)

Instruction and practice in officiating activities offered in the intramural program. Ratings will be conducted by the local board of women officials and certification to all who qualify will be granted by the national boards, the United States Field Hockey Association Umpiring Committee and the Women's National Officials Rating Committee.

HOME ECONOMICS

Students electing Home Economics as a first teaching field take as a minimum the following courses: 110, 111, 113, 122, 123, 124, 132, 211, 212, 231, 232, 233, and 234. Total: 33 hours.

Students who wish to qualify as teachers of vocational home economics (Smith-Hughes) take in addition: Home Economics 235, 236, 244, Art 111, Biological Science 111, 112, 211 and Physical Science 120, 132, 252. Introduction to Art 111 and General Biological Science 111, 112 are substituted for Natural Science Survey 109 and 110 in the core curriculum. History of Civilization 113 and 114 may be omitted.

Students electing Home Economics as a second teaching field take as a minimum the following courses: 110, 111, 113, 122, 132, 231, 232, 233, and electives in Home Economics. Total: 22 hours. In selecting the electives the Head of the Department of the second teaching field should be consulted.

106. NUTRITION—II (2)

An elementary course which emphasizes the role of nutrition in the development of the individual. Dietary problems of different ages and their social

and economic implications will be stressed. This course is planned for students in special education, but may be elected in the elementary or other curricula.

110. INTRODUCTION TO HOME ECONOMICS—I (2) or II (2)

Survey of the field of home economics to present a working philosophy for the prospective teacher and to enrich the personal and social life of the freshman student.

111. MEAL PLANNING—I (3) or II (3)

Food preservation, preparation of foods for breakfast, cost and service of luncheons.

113. MEAL PLANNING—I (3) or II (3)

The marketing situation, with emphasis on the responsibility of the homemaker as a consumer. Preparation of foods suitable for dinners. *Prerequisite:* Home Economics 111.

122. CLOTHING SELECTION AND CONSTRUCTION—I (3) or II (3)

Wardrobe and costume planning in relation to individual needs and means. Present day clothing and textile problems, stressing conservation and the advancement of textile products. Fundamentals of pattern interpretation, use, and designing. Recognition of standards for fitting and construction through garment making.

123. COSTUME DESIGN—I (3)

Essentials of design applied to dress. Analysis and interpretation of the individual through dress. Creative experiences encouraged. Some appreciation of costumes of former ages and of national dress. *Prerequisite:* Home Economics 122.

124. CLOTHING ECONOMICS AND CONSTRUCTION—II (3)

Planning and making a tailored suit or coat. Centered on wardrobe needs, individual design possibilities, textile values and fashion discrimination. Quality and fine finish stressed in construction. Consideration of current clothing and textile issues vital to the consumer. *Prerequisite:* Home Economics 123.

132. HOME MANAGEMENT—I (3) or II (3)

Relative values in operating a home for successful family life. Laboratory experimentation in selected phases of housekeeping.

136. HOME MANAGEMENT EXPERIENCES—II (3)

Residence in the Home Management Houses for the purpose of instruction in all phases of homemaking responsibilities such as preparation, planning, and service of meals; housekeeping duties; and other social and managerial problems which may be related to the home. Elective for students who are not majoring in Smith-Hughes Home Economics. Requests to enter the course must be made to the Head of the Home Economics Department.

211. NUTRITION AND DIETETICS—I (3)

Fundamental principles of nutrition and dietary needs of individuals in health as modified by age, sex, and occupation. Special dietary problems

and methods of diet calculations. Students who have had 112 may not take this course for credit. *Prerequisite:* Home Economics 113 and Physical Science 120.

212. FAMILY HEALTH—II (2)

Application of scientific principles of nutrition to abnormal conditions in which diet therapy is recognized as an important factor in treatment. Responsibility of the homemaker in conserving the health of the family. Interrelation of home and community health. Students who have had Biological Science 117 may not take this course for credit. *Prerequisite:* Home Economics 211.

216. FOOD INVESTIGATION—I (3) or II (3)

Problems in food investigation, demonstrations, including foreign cookery. Gives students an appreciation of the influence on the American menu of foods of various nationalities. *Prerequisite:* Home Economics 113.

221. ADVANCED CLOTHING AND TEXTILES—I (3) or II (3)

Draping original creations with sensitiveness to texture, color, and variety of effects adapted to particular individuals. Textile problems and issues of the day. *Prerequisite:* Home Economics 124.

231. FAMILY RELATIONSHIPS—I (2)

Factors involved in home and family relationships; choosing a mate and preparation for marriage; legal aspects of marriage and divorce; common problems of family life including analysis and possible solutions.

232. CHILD DEVELOPMENT—II (2)

Physical, mental, emotional, and social development of the young child. Habit formation and satisfactory treatment of common behavior problems. Observation and actual experience in dealing with children are provided.

233. HOUSING—I (2)

Problems and progress of public housing. Recognition of issues considered in determining housing for the average American family: room relationship, financing, and modern construction. Particular family situations recognized, analyzed, and developed.

234. ART IN THE HOME—II (2)

Significance of art in the home environment and its part in developing a satisfying home. The exterior and the interior of the house are considered with reference to efficiency, beauty, comfort and economy. *Prerequisite:* Home Economics 233.

235. ECONOMICS OF THE HOME—I (2) or II (2)

Analysis of consumer judgments and responsibilities in the evaluation of the material environment of the homemaker. *Prerequisite:* Home Economics 113 and 124.

236. HOME ADMINISTRATION—I (3) or II (3)

Practical application of knowledge acquired in previous courses in home economics. Senior students reside together for a period of nine weeks and

assume all homemaking responsibilities, including managerial and social problems involved in group living. *Prerequisite:* Home Economics 132, 211 and 231.

244. VOCATIONAL HOME ECONOMICS—I (2) or II (2)

Growth and development of the home economics movement, including vocational education legislation and the administration of vocational home economics in high schools. Development and management of home projects emphasized. Home project required preceding this course. *Prerequisite:* All Smith-Hughes required courses.

INDUSTRIAL ARTS

Students electing Industrial Arts as a first teaching field take as a minimum the following courses: 111, 113 or 114, 121, 131, 141, 151, 262, and electives in Industrial Arts. Total: 33 hours.

Students electing Industrial Arts as a second teaching field take as a minimum the following courses: 111, 113 or 114, 121, 131, 262, and electives in Industrial Arts. Total: 23 hours. In selecting the electives the Head of the Department of the second teaching field should be consulted.

111. GENERAL MECHANICAL DRAWING—I (3)

Drafting as an industrial process, together with the study and practice of the fundamental techniques of different types of projection and projection instruments. These techniques are developed in the laboratory.

113. DESCRIPTIVE DEVELOPMENTAL DRAFTING—I (2)

A drafting course treating the fundamentals of descriptive geometry and the specialized drafting methods used in sheet metal layout. *Prerequisite:* Industrial Arts 111.

114. ELEMENTARY MACHINE DRAWING—II (2)

Machine drafting involving the use of hand books and tabular and formular information in the development of detail and assembly drawings. *Prerequisite:* Industrial Arts 111.

121. GENERAL WOODWORK—II (3)

Introduction to woodwork, in which materials, tools, tool processes, fastenings, and constructions are studied. Application is made of these studies in the construction of practical projects in the laboratory.

122. FURNITURE UPHOLSTERING AND FINISHING—Summer only (3)

The fundamental principles and problems of upholstering furniture. These principles are put into practice in the shop laboratory. Methods of finishing and refinishing furniture will be practiced in the laboratory.

127. CRAFT ACTIVITIES FOR ELEMENTARY TEACHERS—I (2) or II (2)

Opportunity for persons interested in crafts work to obtain experiences in the use of hand-craft tools, materials and operations. Emphasis placed on student interest projects and their relation to classroom procedures. Students construct projects in line with their curricular requirements.

131. GENERAL METALWORK—I (3)

Basic skills and technical information in the areas of bench metalwork, sheet metalwork, machine shop practice, and forging.

132. GENERAL SHEET METALWORK AND WELDING—II (2)

Basic skills and technical information in the areas of sheet metal, oxy-acetylene welding, and arc welding.

141. ELEMENTARY APPLIED ELECTRICITY—I (3)

Elementary electrical theory, followed by laboratory practice. Approximately two-thirds of the time is spent with electric circuits and project construction. The remaining time covers radio theory and radio construction.

151. ELEMENTARY GRAPHIC ARTS—I (3)

A general survey of the graphic arts industries. Designed to serve four types of students: industrial arts majors, teachers of industrial arts who wish to broaden their teaching to include graphic arts, art students and teachers who wish to gain knowledge and skill in certain graphic arts processes; and teachers of journalism and advisers of school publications who wish to improve their mechanical knowledge of publications.

152. GRAPHIC ARTS—II (3)

A continuation of 151. Advanced problems in composition and make-up, printing presses and composing machines, advertising layouts and composition, formats of publications, and printing costs are studied. Laboratory work includes make-up and printing of a high school newspaper and year book. *Prerequisite:* Industrial Arts 151.

211. ARCHITECTURAL DRAWING—I (3)

The problematic situations of building, with special emphasis on home planning, construction, and maintenance. The laboratory time is spent in discussion and technological solution of problems. *Prerequisite:* Industrial Arts 111.

212. MACHINE DRAWING AND DESIGN—I (3)

General mechanisms, cams, gears, and power transmissions. Theoretical principles are applied in the designing of small machines. *Prerequisite:* Industrial Arts 114.

221. CARPENTRY AND BUILDING CONSTRUCTION—II (3)

Fundamental principles of carpentry, layout, forming, and assembly. A short unit in masonry work will be included.

223. WOODWORKING—I (3)

Advanced woodworking and problems of case goods construction. A short unit of upholstery is a part of this course. In the laboratory, the woodworking machines are used in the construction of projects involving the problems studied. *Prerequisite:* Industrial Arts 121.

224. WOOD AND METAL FINISHING—I (2)

A study of the finishes ordinarily used in the industrial arts, together with practical laboratory exercises in applying finishing materials.

226. ADVANCED CABINET AND FURNITURE CONSTRUCTION—II (3)

Production methods and machine efficiency in the set-up and manufacture of multiple parts. Class projects are designed and constructed on the basis of the factory method. *Prerequisite:* Industrial Arts 223.

231. MACHINE SHOP PRACTICE—I (3)

A continuation of 131. Advanced problems in bench metalwork, and machine shop practice are developed in the laboratory. *Prerequisite:* Industrial Arts 131.

232. ADVANCED SHEET METALWORK AND WELDING—II (2)

Advanced problems in sheet metalwork and the uses and application of oxy-acetylene and arc welding are developed in the laboratory. *Prerequisite:* Industrial Arts 132.

233. ADVANCED MACHINE SHOP PRACTICE—I (3)

Machine repair and construction are presented. *Prerequisite:* Industrial Arts 231.

241. APPLIED ELECTRICITY—I (3)

A continuation of 141. Emphasis is placed upon the production, transmission, and use of electrical power. Shop and laboratory work are divided as follows: repair and maintenance of household appliances, transformer building and testing, motor winding and repair, and radio construction and repair. *Prerequisite:* Industrial Arts 141.

251. ADVANCED PRINTING—I (2) or II (2)

Imposition, cylinder presswork, stock cutting and handling, and bindery work. Admission by consent of the instructor. Hours for conference to be assigned. *Prerequisite:* Practical experience in printing or Industrial Arts 151.

252. ADVANCED PRINTING—I (2) or II (2)

Linotype composition and maintenance. Arrangements similar to those for 251. *Prerequisite:* Practical experience in linotype operation or Industrial Arts 151.

262. PROBLEMS IN INDUSTRIAL ARTS EDUCATION—II (2)

Problems that confront the teacher of industrial arts in the organization and management of his shop. Consideration will be given to types of shops, shop planning, purchasing equipment and supplies, maintenance of tools and equipment, shop organization and management, record systems, safety and accident prevention. Students who have had 266 may not take this course for credit. *Prerequisite:* Twelve semester hours of industrial arts.

266. INDUSTRIAL ARTS LABORATORY—Summer only (3)

History, function, subject content, methods, organization, operating problems, and equipment of the multiple activity shop. The course is designed to meet the demand for information concerning this type of industrial arts shop. Students who have had 261 or 262 may not take this course for credit. *Prerequisite:* Twelve semester hours of industrial arts.

LATIN

Students who have had less than two years of high school Latin take the required courses in the University High School; those with two years begin with Latin 111; three years, Latin 112 or 113; and four years, Latin 113.

Students electing Latin as a first teaching field take as a minimum the following courses: 111, 112, 113, 114, and electives in Latin. Total: 32 hours.

Students electing Latin as a second teaching field take as a minimum the following courses: 111, 112, 113, 114, and electives in Latin. Total: 24 hours.

In selecting the electives the Head of the Department should be consulted.

UNDERGRADUATE COURSES

111. CICERO—I (4)

Translations of four or five orations selected from the Catilinarians, the *Pro Imperio Pompei*, and the *Pro Archia*, with due attention to the political and historical background of each. Review of Latin inflections and syntax; some drill in writing simple Latin. *Prerequisite*: Two years of high school Latin.

112. VERGIL—II (4)

The *Aeneid*, Books I-VI: the purpose, sources, merits, and fame of the *Aeneid*, and its references to other classic epics; poetical syntax, figures of speech, prosody, and mythology in the *Aeneid*. *Prerequisite*: Latin 111 or three years of high school Latin.

113. LATIN PROSE COMPOSITION—I (4)

A thorough and systematic review of Latin inflections and syntax with written and oral exercises in the use of Latin constructions. Some practice in writing connected discourse based on Latin authors. *Prerequisite*: Latin 112 or three years of high school Latin.

114. LIVY—II (4)

Selections from books I, XXI, XXII of Livy's *History of Rome*. Study of some of the most important phases of the history of the Roman people. Livy as an historian and writer. *Prerequisite*: Latin 113.

132. SELECTIONS FROM CAESAR'S GALLIC AND CIVIL WARS—Summer only (3)

Selections of historical importance from Caesar. Emphasis on problems connected with the reading and translation of Latin; and a thorough review of Latin forms and syntax. *Prerequisite*: Latin 112 or four years of high school Latin.

211. CICERO'S ESSAYS—I (4)

Reading of Cicero's *De Senectute* and *De Amicitia*. An appreciation of these essays as literary masterpieces, both in language and in thought. Discussion of the treatment of the same themes by other writers, ancient and modern. Syntax and figures peculiar to Cicero. *Prerequisite*: Latin 113 or 114.

212. PLAUTUS AND TERENCE—II (4)

Intensive reading of at least three plays of Plautus and Terence and a recognition of the importance of these plays as examples of Roman dramatic art. Peculiarities of meter, style, and syntax. Special readings on the history of the

theater, the development of the Roman drama, and the influence of Plautus and Terence on later drama. *Prerequisite*: Latin 114.

215. HORACE, ODES AND EPODES—I (2)

Translation and the metrical reading of Latin poetry. Life in the Augustan age and Horace's philosophy of life. Offered 1945-46. *Prerequisite*: Latin 114.

216. HORACE, SATIRES AND EPISTLES—I (2)

A continuation of 215. Offered 1945-46. *Prerequisite*: Latin 215.

217. SENECA'S TRAGEDIES—I (2)

The *Troades* and the *Medea*; the influence of Seneca on later writers. Offered 1946-47. *Prerequisite*: Latin 114.

218. TACITUS—II (2)

Agricola and *Germania*. An introduction to the prose of the Silver period. Offered 1946-47. *Prerequisite*: Latin 114.

221. PLINY'S EPISTLES—I (2)

Prose of the Silver period. Offered 1946-47. *Prerequisite*: Latin 114.

222. MARTIAL'S EPIGRAMS—II (2)

The reading of Latin poetry and a study of social life under the emperors. Offered 1946-47. *Prerequisite*: Latin 114.

225. LATIN-ENGLISH ETYMOLOGY—II (2)

The relation of the various Indo-European languages to each other, the place of Latin and English among these languages, and the history of the Latin elements in English. Some treatment of the subject of semantics, especially as it applies to Latin words in English. Recommended for all who make Latin a first or second teaching field. Offered 1945-46. *Prerequisite*: Eight hours of college Latin.

226. ROMAN PRIVATE LIFE—II (2)

A lecture course designed to furnish background for the Latin teacher. An introduction to Roman topography is included. Recommended for all who make Latin a first or second teaching field. Offered 1945-46. *Prerequisite*: Eight hours of college Latin; History students, senior college standing.

231. OVID, METAMORPHOSES—Summer only (3)

The translation, scansion, and reading of the passages most helpful to the teacher of Latin. *Prerequisite*: Five years of Latin or Latin 114.

GRADUATE COURSES

301. HISTORY OF LATIN LITERATURE—Summer only (2)

The historical development of Latin literature; translation of representative selections from the writers of each period. *Prerequisite*: Twenty semester hours in college Latin.

401. Suetonius' LIVES OF THE CAESARS—Summer only (3)

Translation of the biographies of some of the most important of the Caesars and a study of the place of the Caesars in history. Designed to give the teacher of Latin a good historical background.

LIBRARY

The Illinois High School Visitor's Office designates the one in charge of the library, in a high school enrolling fewer than two hundred, as a teacher-librarian who has had elementary courses in library science. The Illinois State Department of Public Instruction recommends a teacher-librarian with at least six semester hours in library science for all elementary schools with an enrollment below five hundred pupils. The courses in library science are offered to meet these needs. Courses may be used as general electives or as electives in education.

212. THE LIBRARY AS AN INFORMATION CENTER—II (3)

Familiarity with reference tools and books for the high school, methods of evaluating publishers' lists, editions and series, periodicals and sources of inexpensive material, techniques for training pupils to use library materials. *Prerequisite*: English 111.

214. READING GUIDANCE FOR ADOLESCENTS—II (3)

An acquaintance with and appreciation of the best recreational and informational books of various reading levels; a realization of the importance of books in the enriched curriculum; an ability to evaluate books and to stimulate junior and senior high school pupils to read.

216. INFORMATIONAL BOOKS—II (3)

An acquaintance with and appreciation of the best informational books of varied reading levels; a realization of the place of these books in the enriched curriculum; an ability to evaluate them and to stimulate pupils of the first six grades to read them.

262. LIBRARY SERVICE IN THE SMALL SCHOOL—I (3)

Stress on the place of the library in the small school; planning and equipping that library; use, methods of care, cataloging, and classification of school library materials. *Prerequisite*: English 111.

MATHEMATICS

Students electing Mathematics as a first teaching field take as a minimum the following courses: 111, 112, 114, 115, 116, 211, 221, 222, 231, and electives in Mathematics. Total: 32 hours. In selecting the electives the Head of the Department should be consulted.

Students electing Mathematics as a second teaching field take as a minimum the following courses: 111, 112, 114, 115, 116, 211, 222, 231. Total: 23 hours.

UNDERGRADUATE COURSES

101. ARITHMETIC IN MODERN LIFE—I (3) or II (3)

Introduction to the quantitative aspects of modern life. Half of the course considers those phases growing more specifically out of counting and number, and the other half those phases growing out of measuring. Development of appreciation, understanding, and ability in the solution of problems.

105. ADVANCED ALGEBRA—I (3) or II (3)

For students who have had only one year of algebra in high school.

106. SOLID GEOMETRY—I (3) or II (3)

For students who have had only one year of geometry in high school, and Advanced Algebra.

111. PLANE TRIGONOMETRY—I (3) or II (3)

The trigonometric functions and their relations, solving the right triangle and the general triangle, trigonometric equations, inverse functions, logarithms and their uses. *Prerequisite:* One and one-half units of high school algebra, or Mathematics 105, and one unit of high school geometry.

112. ANALYTICAL GEOMETRY—I (3) or II (3)

The point, the line, the triangle, and the circle; polar coordinates; introduction to the properties of the parabola, ellipse, and hyperbola; curves represented by the equation of the second degree. *Prerequisite:* Mathematics 111 and 114.

114. COLLEGE ALGEBRA—I (3) or II (3)

Brief review of elementary algebra; determinants, the quadratic equation, complex numbers, radical equations, theory of exponents, systems of quadratic equations, graphs of quadratic functions; ratio, proportion, and variation, progressions, binomial theorem, permutations, combinations, and probability, and certain topics in the theory of equations. Students who have had 215 may not take this course for credit. *Prerequisite:* One and one-half units of high school algebra or Mathematics 105.

115. CALCULUS—I (3) or II (3)

Elements of the differential calculus and some of its applications. Graphs of functions, theory of limits, maximum and minimum values of functions, rates, approximating roots of equations, and applications selected from many fields of study. *Prerequisite:* Mathematics 112.

116. CALCULUS—I (3) or II (3)

Introduction to the integral calculus and its applications, indefinite and definite integrals, area under a curve, lengths of curves, surfaces of revolution, and solids of revolution. *Prerequisite:* Mathematics 115.

201. FOUNDATIONS IN ARITHMETIC—I (2) or II (2)

A background for the meaningful teaching of the beginning number concepts and counting, and the fundamental processes and their applications in problem solving. *Prerequisite:* Mathematics 101.

202. SELECTED TOPICS IN ARITHMETIC—I (2) or II (2)

Topics in 101 and 201 are considered from a broader point of view. A professionalized course dealing principally with the more difficult topics in the seventh and eighth grades. *Prerequisite:* Mathematics 201, or experience in teaching arithmetic.

211. COLLEGE GEOMETRY—I (2)

Concepts and theorems of the modern geometry of the triangle, circle, quadrilateral and quadrangle, and other related topics. Emphasis on proving

original exercises, construction work, generalizations, and the connections of the topics with the subject matter of high school geometry. *Prerequisite:* Mathematics 115.

212. COLLEGE GEOMETRY—II (2)

A continuation of 211, with an introduction to the theory of descriptive geometry and projective geometry. Emphasis on the analytical proofs of many theorems. Drawing plates are required. *Prerequisite:* Mathematics 211.

221. JUNIOR HIGH SCHOOL MATHEMATICS—I (3)

A professional course including the treatment of the following topics: functional relationships; the graph, formula, and the equation; intuitive geometry; introduction to algebra; texts, tests, classroom equipment, and library lists; and appreciation of the contribution of mathematics to the progress of civilization. *Prerequisite:* Mathematics 116.

222. SENIOR HIGH SCHOOL MATHEMATICS—II (3)

Objectives to be realized in the teaching of geometry and advanced algebra, with a study of materials; a critical study of the topics necessary for a teacher's background in geometry and advanced algebra. *Prerequisite:* Mathematics 116.

231. CALCULUS—I (3)

Partial differentiation, introduction to the geometry of space, envelopes, evolutes, maximum and minimum values of functions of two or more variables, multiple integration, center of gravity, work and pressure integrals, series, and expansion of functions. *Prerequisite:* Mathematics 116.

232. PROBLEMS IN APPLIED MATHEMATICS—II (3)

The solution of problems selected from many fields of study. The fundamental theorem of the integral calculus, Rolle's theorem, mean value theorem, indeterminate forms, curvature, hyperbolic functions, and an introduction to elliptic integrals. *Prerequisite:* Mathematics 231.

GRADUATE COURSES

314. INTRODUCTION TO THE THEORY OF EQUATIONS—I (3)

General properties of equations, limit of roots, the cubic and biquadratic equations, determinants, and symmetric functions. *Prerequisite:* Mathematics 114.

320. HISTORY OF MATHEMATICS—I (2)

The growth of mathematics dealing with the persons who made outstanding contributions to elementary mathematics; the development of special subjects of mathematics through the first steps of the calculus; relation of the historical aspects of mathematics to the teaching of high school mathematics. *Prerequisite:* Mathematics 231.

340. INTRODUCTION TO DIFFERENTIAL EQUATIONS—I (2)

Introduction to the solution of the linear differential equation, with a few simple applications. *Prerequisite:* Mathematics 231.

401. SPECIAL PROBLEMS IN THE TEACHING OF ARITHMETIC—I (2)

Dealing with studies and experimentation of methodology. *Prerequisite:* Mathematics 201.

412. PROJECTIVE GEOMETRY—II (3)

The theory of descriptive geometry and elementary projective geometry. *Prerequisite:* Mathematics 212.

421. SPECIAL PROBLEMS IN THE TEACHING OF HIGH SCHOOL ALGEBRA—I (2)

Experimentation in the teaching of high school algebra. *Prerequisite:* Mathematics 221.

422. SPECIAL PROBLEMS IN THE TEACHING OF HIGH SCHOOL GEOMETRY—II (2)

Experimentation in the teaching of high school geometry. *Prerequisite:* Mathematics 222.

430. MATHEMATICS OF FINANCE—I (3)

Application of mathematics in various fields of finance, with emphasis on problems of investments and insurance. *Prerequisite:* Mathematics 114.

440. APPLIED DIFFERENTIAL EQUATIONS—II (2)

The applications of differential equations in applied science as recommended by the American Mathematical Association. *Prerequisite:* Mathematics 340.

450. MATHEMATICS OF STATISTICS—II (3)

The development of the mathematics of statistics; introduction to the theory of probability; curve fitting; frequency curves; distributions, measures of dispersion, and the theory of correlation. *Prerequisite:* Mathematics 231.

499. THESIS OR RESEARCH PROJECT—II (2 or 3)

Required of mathematics majors.

MUSIC

Students electing Music as a first teaching field take as a minimum the following courses: 111 or 112, 124, 131, 151, 209, 211, 213, 215, 223, 232, 235, 236, 244 or 245, 252, and electives in Music. Total: 50 hours.

The program for students taking music as a first teaching field will probably require additional attendance at summer school for one or more summers depending upon their choice of a second teaching field and upon their preparation in music upon entering the Division of Music Education. It will also require more than a minimum of 128 semester hours for graduation.

Students electing Music as a second teaching field take as a minimum one of the following sequences:

High School Vocal: 111 or 112, 122 or 123, 131, 132, 209, 211, 213, and any one of the following: 215, 244, 245, 252, and electives in Music. Total: 22 hours. Participation in one singing organization is required.

Elementary School Vocal: 111, 122 or 123, 124, 131, 132, 151, 208 or 209, 213, 235, and electives in Music. Total: 24 hours. Participation in one singing organization is required.

Instrumental Music: 121, 141, 215 or 244, 223, 236, two of the following: 209, 211, 217, and electives in Music. Total: 24 hours.* Participation: a minimum of 4 semesters in band, marching band, and orchestra.

High School Vocal and Instrumental: 111 or 112, 121, 131 or 132, 141, 209, 213, 215 or 244, 223, 236, and electives in Music. Total: 24 hours.* Participation: a minimum of four semesters in each of the following: band, orchestra, glee club, and choir.

In selecting the electives the Head of the Department of the second teaching field should be consulted.

* Students entering with a deficiency in piano, voice, strings, woodwinds, brass or percussion will be required to take additional courses to clear such deficiencies as determined by the Director of the Division of Music Education. This may require additional attendance in summer sessions and more than the minimum of 128 semester hours for graduation.

PARTICIPATION REQUIREMENTS

Students who choose music as a first teaching field are required to participate for three years in one vocal organization, in concert band and in orchestra. Beginning with the second year of participation, the student may earn one-half semester hour credit each semester in each organization until a cumulative maximum of six semester hours has been earned. Not more than two semester hours may be earned in one semester. Registration for credit in participation is optional with the student. Those who choose music as a second field see requirement for sequence elected. Students who, upon entering the University, cannot qualify for participation in concert organizations, may substitute participation in laboratory groups until qualified for the concert organizations. Students wishing to earn credit for participation must register for courses as selected at registration time. Participation courses are numbered 181-187.

106. TEACHING MUSIC IN THE SMALL SCHOOL—Summer only (3)

The materials, the development of basic principles, and the current practices in teaching which are peculiar to the needs of the small school. *Prerequisite:* Ability to sing simple melodies and a knowledge of the rudiments of music.

107. MUSIC APPRECIATION—I (1) or II (1)

Much listening to music to enrich the student's experience and increase his enjoyment of it.

111. SIGHT SINGING AND EAR TRAINING—I (2) or II (2)

A review of rudiments of music, practice in singing by syllable, chording, ear training, and dictation. *Prerequisite:* Ability to sing simple melodies by rote and a knowledge of the rudiments of music.

112. SIGHT SINGING AND EAR TRAINING—I (2)

An advanced course in sight singing and ear training.

114. GROUP INSTRUCTION IN VIOLIN—I (3) or II (3)

Practical instruction in playing the violin for students who have had limited or no playing experience on violin.

121. GROUP INSTRUCTION IN ADVANCED STRINGS—I (3) or II (3)

Practical instruction in playing viola, cello, and string bass. *Prerequisite:* Music 114.

122. GROUP INSTRUCTION IN PIANO—II (2)

Practical instruction in playing piano for students who have had limited or no playing experience on piano.

123. GROUP INSTRUCTION IN ADVANCED PIANO—I (2) or II (2)

Practical instruction in playing piano for students who have had playing experience on piano.

124. MUSIC EDUCATION—II (3)

A survey of music in the kindergarten, and in grades one, two, and three; current practices in teaching music in these grades; materials used for singing, listening, and rhythmic activities; and planning music suitable for the activities program.

125. GROUP INSTRUCTION IN CLARINET—I (3) or II (3)

Practical instruction in playing the clarinet for students who have limited or no playing experience on clarinet.

131. GROUP INSTRUCTION IN VOICE—I (2) or II (2)

Practical course in singing for students who have not had previous instruction in voice. *Prerequisite:* Ability to sing simple melodies and a knowledge of the rudiments of music.

132. GROUP INSTRUCTION IN ADVANCED VOICE—I (2) or II (2)

Practical instruction in singing for students who have had some instruction in singing.

134. GROUP INSTRUCTION IN PERCUSSION—I (2)

Practical instruction in playing and methods of teaching the percussion instruments of the band and orchestra. Students who have had 233 may not take this course for credit.

135. GROUP INSTRUCTION IN HARP—I (2) or II (2)

Practical instruction in playing the harp for students who have had limited or no playing experience on harp. *Prerequisite:* Ability to play piano from notation.

141. MARCHING BAND TACTICS—I (2)

A study of the rudiments of marching band. Students taking this course are required to participate in marching band during the football season.

150. MUSIC LITERATURE FOR CHILDREN—Summer only (3)

Music interests of children in the various grades; music literature that will enable the teacher to develop these interests and promote growth; music suitable for use in the various units in an activities program. Designed especially for teachers, principals, and supervisors in elementary schools.

151. LITERATURE OF MUSIC—I (2) or II (2)

A course to acquaint the student with an abundance of music literature from the cultural point of view. Illustrations from library of records will be used.

157. METHODS AND MATERIALS OF THE PUBLIC PERFORMANCE—

Summer only (3)

A practical course concerned with the selection and staging of materials suitable for entertainments and programs of the school year. Designed especially for teachers, principals, and supervisors in need of such materials.

181-187. PARTICIPATION—Throughout year ($1\frac{1}{2}$ to 6)

Participation in the major organizations: Concert Band, 181; Concert Orchestra, 182; University Women's Chorus, 183; Male Chorus, 184; University Men's Glee Club, 185; Treble Choir, 186; University Choir, 187.

208. HARMONY—Summer only (3)

Provision for the harmonic background which will enable the teacher to improvise interesting piano accompaniments to folk melodies and songs for children. Emphasis on the construction of two- and three-part arrangements of unison melodies. Music majors may take this course-by special permission.

209. HARMONY—I (3) or II (3)

A study, through ear, eye, and keyboard of the major and minor scales in all keys; intervals, triads, and their inversions; simple chord progressions; the dominant seventh and its inversions in the major and minor modes. Some creative work. *Prerequisite:* Music 111 or 112.

211. HARMONY—I (3) or II (3)

This is a continuation of 209. A study, through the ear, eye, and keyboard of the secondary triads and seventh chords; modulation and key transitions, re-arrangement of four-part music for mixed, male, and female voices. Opportunity and encouragement given for individual creative expression. *Prerequisite:* Music 209.

213. CONDUCTING (Choral)—II (3)

The fundamental principles of baton technique, routine of organization and rehearsal of choral groups, criteria for the selection of vocal materials, program building, and practical experience in conducting. It is recommended that students taking this course should also take 187. *Prerequisite:* Ability to sing simple melodies and a knowledge of the rudiments of music.

214. MUSIC FOR THE LAYMAN—Summer only (3)

Significant experience in music through listening, participation, examination of programs, and discussion. Intended primarily for non-music majors but open to all interested persons.

215. HISTORY OF MUSIC—I (2)

The development of music from the beginning to and including the time of Beethoven. Nationalities, schools, and composers considered, and the relation of music to the history of civilization shown.

217. ORCHESTRATION—II (3)

A practical course in scoring for orchestras and bands, involving tonal balance, color, timbre, and technical problems. Scores completed in this class will be performed by campus organizations during the season under the direction of the persons scoring the works. *Prerequisite:* Music 211.

220. MATERIALS IN INSTRUMENTAL MUSIC—Summer only (3)

Materials for use in band, orchestra, ensemble, and other instrumental groups, with discussion of current methods in teaching instrumental music on the elementary and high school levels.

221. INSTRUMENTAL EQUIPMENT SELECTION AND REPAIR—Summer only (3)

The selection and maintenance of instrumental equipment, including laboratory work in the repair of musical instruments.

223. GROUP INSTRUCTION IN ADVANCED WOODWINDS—I (2)

Practical instruction in playing the flute, oboe, bassoon, alto and bass clarinets, and saxophone.

232. GROUP INSTRUCTION IN BRASS—II (3)

Practical instruction in playing the brass instruments of the band and orchestra. Students who have had 233 may not take this course for credit.

233. GROUP INSTRUCTION IN BRASS AND PERCUSSION—Summer only (3)

Practical instruction in playing the brass and percussion instruments of the band and orchestra. Students who have had 232 or 234 may not take this course for credit.

235. MUSIC EDUCATION—I (3)

A survey of music in grades four through eight; current practices in teaching music in these grades; materials used for singing, listening, and creative activities; and planning music suitable for the activities program.

236. ADVANCED CONDUCTING (Instrumental)—I (3)

A continuation of the study of baton technique, score reading, organization and rehearsal routine, criteria for selection of instrumental material suitable to the ability of different groups, and program building. Observation and discussion of the activities of performing groups on and off campus; practical work in conducting instrumental groups.

237. MUSIC EDUCATION—Summer only (3)

A study of modern trends in music education for the high schools. Special topics: music education in the changing curriculum; the music teacher himself; class instruction and other courses; organization and operation of the vocal and instrumental groups; housing; equipment; materials; reports; assembly programs and public performances; and other problems pertaining to a well-balanced program of music education in the high school of today.

238. MUSIC FOR HANDICAPPED CHILDREN—I (3)

A study of trends in music education for handicapped children. Techniques and materials for a functional program of singing, playing, listening, and creative activities based upon the needs of the handicapped child.

244. HISTORY OF MUSIC—II (2)

This course begins with the Romanticists and includes a detailed study of twentieth century music.

245. MODERN MUSIC—I (3) or II (3)

A study of twentieth century music—how it has developed and what its trends are. Opportunity will be given to listen to many illustrations of conspicuous styles, viz., nationalism, realism, impressionism, atonality, polytonality, neo-classicism, and jazz. Notice will be taken of the effect of the machine, radio, and the war upon music.

252. LITERATURE OF MUSIC—I (2) or II (2)

A study of the larger forms of music with special emphasis on the symphony, ballet, oratorio, and opera. Illustrations will be drawn from the University's libraries of recorded music.

256. CURRENT TRENDS IN INSTRUMENTAL MUSIC—Summer only (3)

A course concerned with the administration and supervision of instrumental music in the elementary and secondary schools, methods and materials in current use, and current research that may affect instrumental music teaching.

258. COMMUNITY MUSIC—Summer only (3)

This course is for the layman in music who is interested in exploring the possibilities of song leading; organizing a program of community music in his locality; building community interest and morale through music; and providing opportunities for social and cultural growth through group participation in music. Music majors must have special permission to take this course since most of them will have had the same content in other courses.

PHYSICAL SCIENCE

Students electing Physical Science as a first teaching field take as a minimum the following courses: 140, 141, 150, 151, and electives in Physical Science. Total: 35 hours.

Students electing Physical Science as a second teaching field take as a minimum the following courses: 140, 141, 150, 151, and electives in Physical Science. Total: 22 hours.

In selecting the electives the Head of the Department should be consulted.

109 and 110. NATURAL SCIENCE SURVEY—I (4) and II (4).

Given jointly by the departments of biological science, geography, and physical science. An appreciation of the values in the biological, earth, and physical sciences in relation to the development of civilization and for everyday living. Students who have had Physical Science 110 may not take Natural Science Survey 109 or 110 for credit.

120. GENERAL CHEMISTRY—I (3)

Non-metals and the fundamental principles of chemical science. For home economics majors only. Three class meetings per week including one double laboratory period. Students who have had 140 may not take this course for credit.

132. HOUSEHOLD CHEMISTRY—II (3)

Fuels, water, cleaners, and elementary organic chemistry of the hydrocarbons, alcohols, fats, carbohydrates, and proteins. For home economics majors. Three class meetings per week including one double laboratory period. *Prerequisite:* Physical Science 120 or 140.

140. GENERAL CHEMISTRY—I (5) or II (5)

The first half of a two-semester sequence, including fundamental principles. Five class meetings per week including two double laboratory periods. Students who have had 120 may not take this course for credit.

141. GENERAL CHEMISTRY—I (5) or II (5)

A continuation of 140 including the metals. Five class meetings per week including two double laboratory periods. *Prerequisite:* Physical Science 140.

144. ELEMENTARY QUALITATIVE ANALYSIS—II (3)

For Agriculture majors. A study of compounds of the metals and their identification. Three double laboratory periods per week. *Prerequisite:* Physical Science 140.

150. GENERAL PHYSICS—I (5) or II (5)

The first half of a two-semester sequence, including elementary mechanics, wave motion, sound, and heat. Five class meetings per week including two double laboratory periods.

151. GENERAL PHYSICS—I (5) or II (5)

A continuation of 150 including elementary magnetism, electricity, electronics, optics, and radiation. Five class meetings per week including two double laboratory periods. *Prerequisite:* Physical Science 150.

152. FUNDAMENTALS OF RADIO—I (5) or II (5)

Fundamental electrical theory, vacuum tube theory and operation. Five class meetings per week including two double laboratory periods. *Prerequisite:* One year each of high school physics and mathematics.

201. QUALITATIVE ANALYSIS—I (5) or II (5)

Lectures on chemical equilibrium as applied to the separation and identification of the anions and cations. Five class meetings per week including two double laboratory periods. *Prerequisite:* Physical Science 141.

204. QUANTITATIVE ANALYSIS—I (5) or II (5)

Fundamental principles of the quantitative estimation of metal and non-metal components of mixtures, compounds and alloys. Five class meetings per week including two double laboratory periods. *Prerequisite:* Physical Science 201.

207. ELEMENTARY ORGANIC CHEMISTRY—I (5) or II (5)

The first of a series embracing the study of aliphatic compounds together with laboratory practice on preparations and reactions. Five class meetings per week including two double laboratory periods. *Prerequisite:* Physical Science 141.

212. ORGANIC CHEMISTRY—I (5) or II (5)

A continuation of 207 embracing the carbocyclic and heterocyclic compounds together with laboratory practice on preparations and reactions. Five class meetings per week including two double laboratory periods. *Prerequisite*: Physical Science 207.

221. PHYSICAL CHEMISTRY LECTURES—I (3)

First of a series in theoretical chemistry dealing with the properties of gases, liquids, solids, solutions, elementary thermodynamics and colloids. *Prerequisite*: Physical Science 206.

223. PHYSICAL CHEMISTRY LABORATORY—I (2)

Laboratory practice to accompany 221. *Prerequisite*: Physical Science 206 with 221 preceding or accompanying.

252. HOUSEHOLD PHYSICS—II (3)

Applied physics of the home for home economics majors. Heat, electricity, and light receive the major emphasis in the course. Three class meetings per week including one double laboratory period.

253. SOUND, HEAT, AND LIGHT LECTURES—I (3) or II (3)

Covers wave motion, nature and properties of sound, nature of heat temperature and heat measurements, heat transmission, and applications of heat, nature and properties of light, and action of lenses and mirrors and their use in optical instruments. *Prerequisite*: Physical Science 151 and Mathematics 111.

255. SOUND, HEAT, AND LIGHT LABORATORY—I (2) or II (2)

Laboratory practice, quantitative in nature, on topics covered in 253. *Prerequisite*: Physical Science 151, Mathematics 111, with Physical Science 253 preceding or accompanying.

256. ELECTRICITY AND ATOMIC STRUCTURE LECTURES—I (3) or II (3)

Theories and laws of magnetism and electricity, including high voltage power transmission, and an elementary study of radio-active substances and atomic structure. *Prerequisite*: Physical Science 151 and Mathematics 112.

258. ELECTRICITY AND LIGHT LABORATORY—I (2) or II (2)

Laboratory practice in the use of electrical and light apparatus, based upon the topics mentioned in 256. *Prerequisite*: Physical Science 151, Mathematics 112, with Physical Science 256 preceding or accompanying.

261. ADVANCED ELECTRICITY LECTURES—I (3) or II (3)

Circuits, electrostatic fields, potential, motors and generators, capacitance, inductance, transmission and distribution of power and thermionic tubes. *Prerequisite*: Physical Science 258 and Mathematics 111.

263. ADVANCED ELECTRICITY LABORATORY—I (2) or II (2)

Laboratory practice on the topics studied in 261. *Prerequisite*: Physical Science 258, Mathematics 111, with Physical Science 261 preceding or accompanying.

264. MODERN PHYSICS—II (3)

Recent developments in physics, with emphasis on atomic structure, conduction of electricity through gases, molecular mass and motion, electron charge, mass radiation, spectra, photoelectric phenomena, and quantum theory. *Prerequisite*: Eight hours each of physics and chemistry, and Mathematics 115.

265. ADVANCED MECHANICS AND THERMODYNAMICS LECTURES—II (3)

Trajectory, accelerated motion, angular motion, moment of inertia, simple harmonic motion, radiation, kinetic theory, gas equations, Carnot cycle, entropy, and Kelvin scale of temperature. *Prerequisite*: Physical Science 253 and Mathematics 115.

267. ADVANCED MECHANICS AND THERMODYNAMICS LABORATORY—II (2)

Laboratory exercises based on topics listed in 265. *Prerequisite*: Physical Science 253, Mathematics 115, with Physical Science 265 preceding or accompanying.

272. WAVE MOTION AND PHYSICAL OPTICS LECTURES—II (3)

Wave motion as applied to sound and light, including the following: Doppler's and Huygen's principles, lens study, dispersion, interference, wave lengths, and electromagnetic theory. *Prerequisite*: Physical Science 253 and Mathematics 115.

274. WAVE MOTION AND PHYSICAL OPTICS LABORATORY—II (2)

Laboratory work involving the use of the spectrometer and other apparatus for the study of optics treated in 272. *Prerequisite*: Physical Science 253, Mathematics 115, with Physical Science 272 preceding or accompanying.

276. INTRODUCTION TO AERONAUTICS—I (3) or II (3)

A general course including units on navigation, theory of flight, meteorology, and civil air regulations. Laboratory demonstrations, films, and actual flight experience are a part of the course.

281. MATERIALS IN GENERAL SCIENCE—Summer only (3)

The course is designed for those teaching general science in the elementary, junior, and senior high schools. Consideration will be given to the objectives of general science teaching, selection and organization of subject matter, tests, selection of texts and workbooks, and equipment and supplies.

282. PRINCIPLES OF SAFETY EDUCATION—Summer only (3)

For elementary and secondary teachers. Deals with hazards of modern life, particularly those of youth, the investigation and interpretation of casualty statistics, and means employed for inculcating habits of safety. Safety reading material is consulted, charts are made and studied, moving pictures employed, and means considered for promoting safety in both the school and the community. Not primarily concerned with traffic problems.

SOCIAL SCIENCE

Students electing Social Science as a first teaching field take as a minimum the following courses: 111, 112, 113, 114, 115, 116, 117, 121, 166, and electives in Social Science. Total: 40 hours.

Students electing Social Science as a second teaching field take as a minimum the following courses: 111, 112, 113, 114, and electives in Social Science. Total: 20 hours.

In selecting the electives the Head of the Department should be consulted.

Note: The minimum requirement for teaching history is sixteen semester hours of history, including eight semester hours in the subject to be taught. For civics, economics, and sociology, the minimum is sixteen semester hours in the field of social science, including a minimum of eight semester hours in the subject to be taught.

UNDERGRADUATE COURSES

111. CONTEMPORARY CIVILIZATION—I (3) or II (3)

Contemporary society and its problems. Descriptive, integrated approach to recent economic changes, their impact upon society, and the governmental attempts to guide and control these changes.

112. CONTEMPORARY CIVILIZATION—I (3) or II (3)

A continuation of 111. Problems of contemporary life with stress upon the opportunities and responsibilities of citizens.

113. HISTORY OF CIVILIZATION AND CULTURE—I (3)

Primitive man; the ancient cultures; the civilizations of Greece and Rome; the Middle Ages. Constant attention to the evolution of institutions, arts, and processes.

114. HISTORY OF CIVILIZATION AND CULTURE—II (3)

A continuation of 113. Emphasizes the transition to the Modern World, and attempts to estimate the nature and development of modern civilization.

115. HISTORY OF THE UNITED STATES—I (3)

The colonial and the early national periods to 1816. Emphasis upon the economic development of the colonies, the struggle for independence, the social and cultural development of European stock in this country, the formation of a national government, and territorial expansion.

116. HISTORY OF THE UNITED STATES 1816-1900—II (3)

Westward movement, sectional conflicts, agrarian and industrial revolutions, development of American institutions.

117. HISTORY OF THE UNITED STATES—I (2)

A continuation of 116, covering the period since the Spanish-American War. A study of America as a world power, with emphasis upon Progressivism, Pan-Americanism, world conflicts, contemporary problems, and cultural developments.

119. HISTORY OF ILLINOIS—I (3)

The techniques and materials for teaching local history through an understanding of Illinois as a cultural unit. An appreciation of the growth of democratic practices in our local communities.

121. PRINCIPLES OF ECONOMICS—I (3)

Economic thought and current economic theory. Emphasis upon the theory of value and of distribution.

122. ECONOMIC PROBLEMS—II (2)

A continuation of 121. Deals with taxation, labor, agriculture, transportation, foreign trade, etc. *Prerequisite:* Social Science 121.

151. POLITICAL INSTITUTIONS AND PRACTICES OF ILLINOIS—I (2)

The growing needs of Illinois citizens considered as the determining factors in the evolution, expansion, and activity of the State's governmental institutions. Prepares teachers to interpret Illinois political institutions and practices to junior and senior high school students.

161. RURAL SOCIOLOGY—I (3) or II (3)

Neighborhood and community types: the home, the church, the school, national and local rural organizations, economic adjustments, standards of living, land policies, adult education, leadership, cooperation, and community progress. Furnishes a background for active participation in desirable social adaptation.

166. INTRODUCTION TO SOCIOLOGY—I (3) or II (3)

Descriptions of groups and institutions, together with their folkways; theory introduced to illustrate and clarify current trends; social changes, with their accompanying problems, examined; the importance and methods of social control emphasized.

193. SOCIAL SCIENCE WORKSHOP—I (3-6) or II (3-6)

See page 129 for description of course.

211. MODERN ECONOMIC SOCIETY—I (3)

Our economic system with emphasis upon free enterprise, competition, specialization, corporations, credit, government control, business cycles, international trade and finance. *Prerequisite:* Social Science 121.

214. LABOR ECONOMICS AND LABOR PROBLEMS—II (3)

The worker and his problems with emphasis on such economic problems and issues as: unemployment, hours, wages, collective bargaining and strikes. *Prerequisite:* Social Science 121.

216. AMERICAN INDUSTRIAL HISTORY—II (3)

The industrialization of America; the problems of agriculture, of monopoly, of labor; the role of government in regulating and guiding economic activity. *Prerequisite:* Social Science 115 or 116.

217. AMERICAN LIFE AND INSTITUTIONS—I (3)

Emphasis on biographical materials and units developing concepts of life in typical periods and various environments in early America. For elementary teachers.

218. AMERICAN LIFE AND INSTITUTIONS—II (3)

A continuation of 217. An evaluation of elementary texts and illustrative materials. Unit organization, based on life and cultures in modern America.

219. AMERICAN HISTORY AND GOVERNMENT—I (3) or II (3)

For those who must satisfy the requirement in American history and government for graduation as set up by the State of Illinois, the emphasis being placed on the growth and development of the American ideal in a democratic state.

220. ANCIENT HISTORY—I (3)

Greek and Roman history with emphasis on the Athenian democracy and the constitutional history of the Roman Republic. Contributions of the Greeks and Romans to literature, art, religion and science presented against a political, economic and social background. *Prerequisite*: Social Science 113.

223. MEDIEVAL HISTORY—II (3)

Chronologically, a continuation of Roman History to 1500. The Church, feudalism, the towns, and the medieval background of modern nationalities considered. *Prerequisite*: Social Science 113.

225. RENAISSANCE AND REFORMATION, EUROPE 1400-1648—I (2)

Two great movements with emphasis on their continued effects on civilization. *Prerequisite*: Social Science 114.

226. DYNASTIC RIVALRIES, EUROPE 1648-1789—II (2)

The predominance of France in the Age of Louis XIV; the rise of Russia and Prussia; the world struggles for colonial possessions. *Prerequisite*: Social Science 114.

227. REVOLUTIONARY EUROPE, 1789-1850—I (2)

The French Revolution, the Revolution of 1830, and that of 1848. Shows the rise of nationalism and democracy in Western Europe. *Prerequisite*: Social Science 114.

228. NATIONALISM AND IMPERIALISM, EUROPE 1850-1918—II (2)

Forces that led to the World War. Major topics: nationalism, militarism, economic imperialism, systems of alliances, the Balkan problem and the great international crises. *Prerequisite*: Social Science 114.

229. EUROPE SINCE THE WORLD WAR, 1918-1944—I (2)

The treaties which closed the World War as background material. Units considered: Soviet Russia, Fascist Italy and Germany, unrest in Africa and Asia, origins of the Second World War. *Prerequisite*: 12 semester hours of Social Science.

231. COLONIAL LIFE AND INSTITUTIONS—I (3)

The transfer of European ideas, institutions, and customs to America, and their subsequent development on American soil. *Prerequisite*: Social Science 115.

232. HISTORY OF THE AMERICAN FRONTIER—II (3)

The westward movement and the influence of the frontier on American life and institutions. *Prerequisite*: Social Science 115.

233. EXPANSION AND CONFLICT—I (3)

Life, leaders, and institutions in the middle period of American History. Emphasis upon sectionalism, nationalism, compromise and reaction, party evolution, economic development and social antagonisms, which culminate in the Civil War. *Prerequisite:* Social Science 116.

234. RECENT AMERICAN HISTORY—II (3)

Period after the Civil War, stressing such topics as: the industrial development; the rise of the Far West, economic and commercial imperialism; social and economic movements of the twentieth century; the World War and the reaction therefrom. *Prerequisite:* Social Science 116 or 117.

235. HISTORY OF THE SOUTH—II (3)

The characteristics and institutions which identify the South as a section, the collapse of the Confederacy and the building of the new South. *Prerequisite:* Social Science 115.

242. ENGLISH HISTORY—II (3)

The development of the British Constitution; the church; the rise of machine civilization; economic imperialism; party government; extension of the franchise; problems of Empire; remedial legislation; problems of World Wars I and II. *Prerequisite:* Social Science 113 and 114.

243. HISTORY OF THE FAR EAST—I (3)

The peoples and problems of the Orient with reference to their internal development and the part they play in world politics. *Prerequisite:* Social Science 116 or 117.

245. HISTORY OF LATIN AMERICA—I (3)

For those who wish to enrich their knowledge of American history; to gain an appreciation of the cultures of Latin America; to understand the part Latin America can play in the world situation. *Prerequisite:* Social Science 116.

251. AMERICAN GOVERNMENT—I (3)

The services rendered by government; the processes employed in giving protection to life, liberty, and property; the institutions developed to promote the general welfare.

252. MUNICIPAL PROBLEMS AND ADMINISTRATION—II (3)

The growth of cities with the resulting rapid increase of economic, social, and political problems. Attention centered on public safety, public welfare, public works, utilities, finance, city planning, and the various forms of city government.

253. POLITICAL PARTIES—I (2)

The American party system, its development, organization, and activities. Emphasis upon a realistic constructive knowledge of present-day parties.

254. INTERNATIONAL RELATIONS—II (3)

The problems of nationalism, imperialism, war, and peace. The growth of international organizations is emphasized and the whole material is pointed to the future.

261. THE COMMUNITY—I (3)

The structure, the functioning, and the changes which take place in the community—both rural and urban. Leadership in the community, the organization of the community, and the relation of the community to other institutions.

262. THE FAMILY—II (3)

The family in its institutional and historical setting, changes exerted on the family because of mechanization and urbanization. Consideration of the needs of contemporary citizens with a view to establishing wholesome family life.

263. SOCIAL PATHOLOGY—I (2)

Crime and delinquency; problems of personal maladjustment; the influences of community disorganization; and other problems arising from the impact of mechanization.

264. MINORITY PEOPLES—II (2)

Population and immigration; race relations; and the problems arising from the fusion of cultures.

265. SURVEYS AND FIELDWORK—Throughout year (1 to 6)

For advanced students who have had one or more courses in sociology, preferably 261 or 263. Opportunities are given for making contacts, under supervision, with the social institutions of the community. Admission by consent of the instructor.

270. CURRENT ISSUES—II (2)

Present day questions of public policy. Can be applied as credit in the field in which a project is chosen.

280. WAR AND POSTWAR ECONOMIC PROBLEMS—II (2)

The effect of war on economic life. Problems of the return to peacetime production. Cartels and international agreements. Consideration as to how long war-time controls should be continued.

293. SOCIAL SCIENCE WORKSHOP—I (3-6) or II (3-6)

See page 129 for description of course.

GRADUATE COURSES

313. MONEY AND BANKING—I (3)

The development of the monetary system of the United States and the growth of banks and the banking system as a managing agency of our financial activities.

315. PUBLIC FINANCE—I (3)

Governmental expenditures and income with emphasis upon the continuous expansion of federal expenditures and problems growing out of that situation.

320. EUROPEAN BACKGROUND OF AMERICAN HISTORY—II (3)

The European origins of our American arts and institutions based on an analysis of the American scene and the tracing of the European influences to the sources.

333. HISTORY OF THE MISSISSIPPI VALLEY—I (3)

A study in regionalism. Emphasis on the frontier, population movements, natural resources, unique economic, political and social development.

334. FOREIGN RELATIONS SINCE 1898—II (3)

The implications of being a world power, American diplomacy in the Far East, later America, and Europe, conflicting ideologies and interests, alignments and objectives from the Spanish-American War to World War II.

357. COMPARATIVE GOVERNMENT—I (3)

Designed to broaden the student's outlook and to familiarize him with the achievements of other political units. The structure and functioning of governments of Great Britain, Germany, France, Russia, China, Japan, Switzerland, and other small states.

358. PUBLIC OPINION AND PROPAGANDA—II (3)

Basic implications, modern techniques, and current machinery of communication. Control exercised by the folkways, government, business, religion, motion pictures, radio and education. Special attention is focused on those phases of the material which are related to the work of the school.

361. CULTURAL ANTHROPOLOGY—I (3)

An examination of the family life, economic organization, religion, folklore, social organization, government, language, education, inventions, art forms of preliterate peoples as a background for curricular materials in the elementary school.

368. REGIONALISM IN THE UNITED STATES—II (3)

The cultural aspects of regionalism from the viewpoints of history, sociology, economics, government, art, literature, music and drama. An examination of the population, institutions, folkways, and personality traits in specific areas. Attention given to the region in the formulation of the curriculum.

410. SOCIAL CONTROL OF BUSINESS—II (3)

The development of government regulation of business with emphasis upon major problems and conflicting philosophies underlying proposals for social control of industry.

412. ADVANCED ECONOMIC THEORY—II (3)

An intense and critical examination of the economic theory underlying the operation of a system of free enterprise.

419. RESEARCH PROBLEMS IN LOCAL HISTORY—I (3)

For advanced students who are interested in the techniques of research and in the intensive study of historical problems—especially those which involve the political, cultural, and social development of Illinois.

436. MAKERS OF AMERICAN HISTORY—II (3)

The interrelationship between men and events graphically and colorfully presented through the study of biographical materials. Individuals or types to be studied selected by members of the class.

439. CULTURAL HISTORY OF THE UNITED STATES—I (3)

American progress in the fine arts, philosophy, literature, and science, and refinement in tastes and manners. Special note is taken of sectional variations

and the impact of immigration, urbanization, and industrialization upon the nation's cultural growth.

455. POLITICAL THOUGHT—I (3)

The classics in the development of political theory: Plato, Milton, Hobbes, Locke, Rousseau, Montesquieu, Paine, Hamilton and Mill. Contemporary political thought, public policy and administration. Designed to give the student a solid foundation in democratic ideology.

456. CONSTITUTION OF THE UNITED STATES—II (3)

The Constitution of the United States and its amendments. Structure and fundamentals of American government, significant constitutional principles and trends. Designed to give the prospective teacher the knowledge necessary to teach and vitalize courses in civics and citizenship.

466. SOCIAL THEORY—II (3)

Social theorists and their theories—Comte, Cooley, Durkheim, Giddings, Gumpłowicz, Le Bon, Ratzenhofer, Ross, Small, Spencer, Sumner, Tarde, Thomas, and Ward—will be related to and integrated with educational policies.

469. EDUCATIONAL SOCIOLOGY—I (3)

Examination of the social implications of the curriculum and how it is derived. Consideration to the diffusion of culture, the culture lag, social control, and social processes. Selection of curricular materials which are objective, functional, institutional, and descriptive.

490. SEMINAR—II (3)

Required of graduate social science majors preparing to teach social studies in the elementary and junior high schools. Review of literature in field of social studies teaching, survey of patterns of curricular organizations, and study of place and function of social studies in education of children. Each student will select a problem growing out of some aspect of teaching for intensive investigation.

491 and 492. SEMINAR AND THESIS OR RESEARCH PROJECT—I (2) and II (2)

Required of social science majors preparing to teach in the secondary school.

SPANISH

Students having one year of high school Spanish begin with 112; those with two years begin with 115.

Credit is not given for Spanish 111 unless Spanish 112 is completed.

Students electing Spanish as a first teaching field take as a minimum the following courses: 111, 112, 115, 116, and electives in Spanish. Total: 32 hours.

Students electing Spanish as a second teaching field take as a minimum the following courses: 111, 112, 115, 116, and electives in Spanish. Total: 24 hours.

In selecting the electives the Head of the Department should be consulted.

UNDERGRADUATE COURSES

111 AND 112. FIRST YEAR SPANISH—I (4) and II (4)

Pronunciation, essentials of grammar, exercises in hearing, speaking, and writing simple Spanish, reading of graded material.

113. FIRST YEAR SPANISH—Summer only (9)

An intensive course in beginning Spanish so planned that students by devoting their entire time to the course complete a year's work in eight weeks. Pronunciation, elements of grammar, reading of easy Spanish, oral and written drill on material read.

115 AND 116. SECOND YEAR SPANISH—I (4) and II (4)

Class reading of modern Spanish prose—short stories, plays, novels, and essays. Review of grammar; oral and written composition; elements of commercial correspondence. *Prerequisite:* Spanish 112 or 113, or two years of high school Spanish.

211 AND 212. MODERN SPANISH NOVEL—I (2) and II (2)

Class and collateral reading from the works of representative Spanish and Spanish-American novelists of the nineteenth and twentieth centuries. Offered 1945-46.

215 AND 216. MODERN SPANISH DRAMA—I (2) and II (2)

Representative works of the outstanding Spanish and Spanish-American dramatists of the nineteenth and twentieth centuries. Offered 1945-46.

GRADUATE COURSES

301. SPANISH-AMERICAN LITERATURE—Summer only (3)

The history of Spanish-American literature from the colonial period to the present day, studied according to nationality. Special emphasis on material suitable for use in secondary schools. *Prerequisite:* Twenty semester hours in college Spanish.

401. DON QUIXOTE—Summer only (3)

Reading of the *Quixote* with special attention to problems of interpretation and literary criticism.

SPEECH

Students electing Speech as a first teaching field take as a minimum the following courses: 111, 112, 122, 123, 131, 132, 143, 212, 229, and electives in Speech. Total: 34 hours.

Students electing Speech as a second teaching field take as a minimum the following courses: 111, 112, 122, 123, 132, 143, 212, 229, and electives in Speech. Total: 24 hours. In selecting the electives the Head of the Department of the second teaching field should be consulted.

110. FUNDAMENTALS OF SPEECH—I (3) or II (3)

Speech as a means of social adaptation and control. Speaking projects to develop awareness of acceptable and unacceptable speech habits and to guide in the acquisition of desirable ones.

111. VOICE AND DICTION—I (3)

Characteristics of acceptable spoken language, the contribution of voice production; nature of the English speech sounds and the phonetic characters

used to represent them; knowledge about and the acquisition of effective personal habits of voice and diction.

112. PUBLIC SPEAKING—II (3)

Training in the selection and organization of materials for speeches, in the skillful use of language, and in the giving of informative, emotionally stimulating, persuasive, and entertaining speeches. *Prerequisite:* Speech 110 or 111.

122. ORAL INTERPRETATION OF LITERATURE—II (3)

The fundamental problems involved in getting meanings from the printed page and interpreting them to an audience by means of vocal and bodily expression. Practice in platform reading of prose and poetry. *Prerequisite:* Sophomore standing and Speech 111.

123. DISCUSSION—II (2)

The working principles and methods of discussion; projects in reflective thinking in various kinds of discussion situations.

131. DRAMATIC PRODUCTION—I (3)

Technical production in the school theatre. Theory and practice in: design, construction, and painting of scenery; stage lighting; stage costuming; makeup; organization of production crews and committees. Not offered 1945-46.

132. DRAMATIC PRODUCTION—II (3)

Theatre arts from the standpoint of acting and directing. Studies in pantomime and vocal characterizations. Theory of directing with one-act plays directed, acted, and staged by members of the class. Reading of plays suitable for community and school production.

143. ARGUMENTATION AND DEBATE—I (3)

Application of the principles of argumentation and debate.

211. PHONETICS—I (3)

The production and representation of English (American) speech sounds with emphasis toward speech re-education.

212. SPEECH RE-EDUCATION—I (3) or II (3)

Common deviations in children's speech, the speech sounds, their production, the production of voice, causes of defective speech, and methods of re-education for cases with delayed speech, articulatory, and phonatory defects. *Prerequisite:* Speech 110.

213. ADVANCED SPEECH RE-EDUCATION—II (3)

A study of defective speech arising from pathological conditions, and of stuttering; methods of re-education. *Prerequisite:* Speech 212.

214. SPEECH CLINIC—I (1-6) or II (1-6)

Diagnostic tests and methods of speech re-education applied to those enrolled in the Speech Re-education Clinic. Students enrolling in this course should have the permission of the instructor. *Prerequisite:* Speech 212.

215. CONSERVATION OF HEARING—II (2)

Study of devices and methods of utilizing residual hearing.

220. SPEECH SCIENCE—II (3)

An introductory study in the nature of acoustical phenomena, in the investigation of phonatory and articulatory acoustical phenomena, and of breathing.

223. RADIO SPEAKING—II (2)

The acquisition of skill and knowledge of the techniques involved in the preparation and presentation of radio programs: announcing, writing continuity, writing and producing radio plays. *Prerequisite*: Speech 110.

225. ADVANCED PUBLIC SPEAKING—II (2)

Analysis of a group of contemporary speeches. Students prepare several extempore speeches of from twenty to forty minutes in length. *Prerequisite*: Speech 112.

227. SPEECH COMPOSITION—I (3)

Rhetorical and psychological principles are applied in the preparation and delivery of a few speeches. Present day situations which require written addresses are considered.

229. PSYCHOLOGY OF SPEECH—I (2)

Speech as visible and audible stimuli and responses, its origin and development, its functions, its fine arts and utilitarian aspects, the speech personality, the nature of various kinds of audiences. *Prerequisite*: 10 hours of Speech.

231. MODERN CONTINENTAL DRAMA—I (2)

The theatre and drama of modern Europe from Ibsen to the present day, in its relationship to social and literary trends. Reading, reports, and discussions of dramas of leading continental authors. Offered 1946-47.

232. CHILDREN'S DRAMA—I (3)

Educational theory of dramatics for children; choice of stories and methods of approach to dramatization for all grades from kindergarten through junior high school; study of aims and methods of production in a Children's Theatre with participation in the preparation of one play with children.

236. BRITISH AND AMERICAN DRAMA—II (2)

Brief study of the early American theatre; tracing of development in 19th century British and American drama; more detailed study of contemporary drama and dramatists of Great Britain and America. Offered 1946-47.

237. ADVANCED ACTING AND DIRECTING—I (2)

Advanced study in styles of acting and individual problems. Projects in directing scenes from plays of different types and periods—Greek, Shakespearean, 18th century, melodrama, fantasy, and expressionism. Offered 1945-46. *Prerequisite*: Speech 131 and 132.

238. ADVANCED PROBLEMS OF INTERPRETATION—I (2)

Repertoire and program building; the cutting and arrangement of stories and drama for platform presentation; various theories of interpretation. Offered 1946-47. *Prerequisite*: Speech 122.

240. THE TEACHING OF SPEECH IN THE ELEMENTARY SCHOOL—Summer only (3)

A course to help teachers in the elementary school to a better understanding of the development of speech in children, and of the more simple physical, psychological, and social problems of speech which may arise on the elementary school level. Discussion and observation of classroom activities which may be utilized for the exercising and improvement of speech skills. *Prerequisite*: Speech 110. May be taken concurrently.

250. AUDIOMETRIC TESTING—II (1)

The use of group and diagnostic audiometers in evaluating hearing.

251. TEACHING OF SPEECH READING—I (3)

A survey and evaluation of the methods of teaching speech reading to the hard of hearing.

* WORKSHOPS

173. HEALTH EDUCATION WORKSHOP—Summer only (3-6)

Designed to meet the needs of teachers and administrators in the correlation of the various resources of school and community into a total health program. The instructional program, individual problems, recent health legislation, and health service procedures are considered. Other departments participating are: Health Service, Home Economics, and Health and Physical Education. Credit applies in the Biological Science Department only. *Prerequisite*: Teaching experience or Biological Science 238.

193. BIOLOGICAL SCIENCE, EDUCATION, ENGLISH, HEALTH AND PHYSICAL EDUCATION, AND SOCIAL SCIENCE WORKSHOP—I (3-6) or II (3-6)

Designed to assist teachers to meet their individual needs. The preparation of study programs, worksheets, units, reading lists, tests, manuscripts for teachers' or students' use, and classroom aids such as maps, charts, graphs, diagrams, models, or pictures. Field trips, and experiments will be organized. Rural and town school programs in elementary science, English, social studies, health and physical education may receive emphasis. Participants select their own problems. Members with similar interests work in groups. There will be meetings of the entire group, conferences of smaller groups, and individual conferences of members and instructors. Credit may be applied in the department listed above in which the major portion of the work is done. *Prerequisite*: Teaching experience and possible departmental requirements depending upon the nature of the work to be done.

273. HEALTH EDUCATION WORKSHOP—Summer only (3-6)

Same as 173 except for senior college students, who will be expected to do a more advanced type of work than those working at the junior college level.

293. BIOLOGICAL SCIENCE, EDUCATION, ENGLISH, HEALTH AND PHYSICAL EDUCATION, AND SOCIAL SCIENCE WORKSHOP—I (3-6) or II (3-6)

Same as 193 except for senior college students, who will be expected to do a more advanced type of work than those working at the junior college level.

* Six semester hours of workshop credit is the maximum which may be applied toward graduation.

STUDENT LIFE

NORMAL AS A LOCATION

Normal is an attractive suburban residential town with a population of about 7,000 people. It adjoins Bloomington, a thriving city with a population of 32,000. The two communities, originally only a mile and a half apart, have grown together and merged into one city, although they have separate municipal organizations. The facilities of two cities thus provide suitable surroundings for Illinois State Normal University. Situated in the geographical center of Illinois, the University is strategically placed for convenience of access and for future development.

Normal and Bloomington are on four steam railroad lines, the Alton, the Big Four, the Nickel Plate, and the Illinois Central. There are also the electric lines of the Illinois Terminal System. Several state and federal highways lead into the two cities, making the University easily accessible to all parts of Illinois. Inter-state bus lines also operate through Bloomington and Normal, and city bus lines cover the two communities.

Lake Bloomington to the north of Normal, and the parks, and the golf links in and around Bloomington and Normal, added to the facilities of the University campus of sixty acres, afford opportunities for outdoor sports and recreational activities for the students and faculty.

The material advantages in the location of Illinois State Normal University are enhanced by the unusual intellectual and aesthetic aspects of its environment. The communities are literary and musical centers. The University contributes its full quota to these cultural elements in the civic life of the two cities.

SOCIAL LIFE AND REGULATIONS

The University has a full calendar of social functions during the year, the objective of which is to satisfy the social needs of each and every student. The various student organizations in the University offer their benefits not only to those whose abilities are already developed, but to all who wish to participate. It is as important that latent talent and undiscovered ability be found and developed as it is that talent already developed be further promoted by the activities of the University.

In its social functions the University fosters proper social usage and strives to teach propriety and democratic dignity informally, yet effectively. The social functions of the University are conducted chiefly by students with faculty co-operation. It is hoped that every student will participate in these functions. They tend to develop in the student many valuable qualities which constitute the teaching personality of the teachers college graduate.

It is expected and required of students that they observe the customs which prevail in good society. An adult attitude on the part of students is encouraged. They are held responsible for their conduct wherever they may be, on the college campus, or elsewhere.

Regulations governing the social life in the rooming houses, the hours kept, and the callers permitted, are stated in the house rules printed in the rooming agreements. No rooming house is approved by the college unless the householder agrees to observe all of the regulations which pertain to the home life

of the students, and to notify the college when students do not conform to these regulations.

Illinois State Normal University assumes that all of its students will accept the responsibility of maintaining the high standards of personal behavior expected of members of the teaching profession. It further assumes that persons who are unsympathetic with such standards or unwilling to maintain them will not apply for admission. The student is held responsible for meeting these standards in the interest of his own personal development, the reputation and traditions of this teachers college, and the welfare of the teaching profession. Any student who fails to meet such standards may be required to withdraw immediately from the University. The use of intoxicating liquors on or off the campus is considered a violation of these standards.

STUDENT ORGANIZATIONS AND ACTIVITIES

There are many student organizations on the campus of Illinois State Normal University, the result of diversified interests of a large student body. Participation in student activities is recognized and encouraged as a valuable part of a complete teacher-education program.

During the eighty-seven years since the founding of Illinois State Normal University the formation of social fraternities or sororities of even a local nature has not entered the student-life program. There is a belief that the University can function to better advantage and that a more democratic attitude and more complete participation in the life of the University may be possible without such organizations. With this policy, that has been established by tradition and common consent over a long period of time, the University maintains the position that it is not desirable to give consideration to the establishment of such groups. This policy does not have any bearing upon the furtherance of the activities of scholastic and departmental honor societies.

Because Illinois State Normal University is a professional school for the education of teachers and since ninety-nine per cent of the students are preparing for the teaching profession, the holding of office in any and all student organizations is limited to those expecting to teach and is not open to the few tuition or special students doing only a liberal arts type of work.

THE STUDENT COUNCIL

The Student Council is a representative body, made up of four members from each of the four classes, the editors of the *Vidette* and *Index*, and the president of the Council. Its function is to discuss plans for improving the conditions and character of student life and to make recommendations to the administration. The Student Council has the power to make nominations for all general school offices and sponsors the school elections.

THE WOMEN'S LEAGUE

Every woman student is automatically a member of the Women's League. Through its various committees the Women's League makes it possible for the women of the student body to function as a unified group with reference to their social, ethical, and civic interests. Everything which touches the life of the women of the school is of interest to the Women's League. Every woman

may be allied with some committee for the promotion of its special activities in the interest of the entire group.

THE UNIVERSITY CLUB

The University Club, formerly the Varsity Club, is a men's organization of the campus, of which all men become members upon enrolling in the University. The club pledges itself to promote the most wholesome type of good fellowship among the men of the campus, to encourage more men to come to the University, and to support athletics and all other worthy enterprises of the University. The organization stands for all of those things which tend toward a fuller manhood in its broadest meaning. The club has been active in furthering the interests of Smith Hall.

THE NEWMAN CLUB

The Newman Club is an organization whose purpose is to bring the Catholic students of the University into a close bond of friendship.

LUTHERAN STUDENTS ORGANIZATION

The Lutheran Students Organization, formerly Gamma Delta, is open to all Lutheran students of the University and is designed to promote fellowship among this group of students on the campus. The local organization was formed in March, 1936.

CANTERBURY CLUB

The Canterbury Club is a national organization for the Episcopal students with chapters in many of the leading colleges and universities. The purpose is to promote fellowship among this group of students and to keep them in close touch with their local church.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The Young Women's Christian Association at Normal was the first student Y.W.C.A. in the world. From the time it was organized in 1872 by a small circle of people that met in the White Room of the Main Building, the Association has sought to help the women of the school to strengthen their ideals of religion and service through study and active work. Any woman in school may become a member provided she is in sympathy with the purpose of the Association.

OTHER RELIGIOUS ORGANIZATIONS

Local churches of several denominations have developed young people's activities around the college students of their denomination on campus. Weekly evening meetings are held in the churches, and a program of varied activities is provided.

WOMEN'S RECREATION ASSOCIATION

The Women's Recreation Association is a local chapter of a great national organization which is seeking to produce a higher standard of American womanhood among college women of America. It aims to achieve this ideal through

the physical, mental, and social development which women gain from co-operative recreational activities.

LITERARY SOCIETIES

There are only two literary societies in the University: Philadelphia and Wrightonia. Every person who enters the University for the first time becomes a nominal member of one of these societies. Active membership in each society is limited to thirty-five. A person is elected to active membership in the society of which he is a nominal member if, after appearing in a tryout number in music or speaking, he receives the favorable vote of the active members of the society.

THE INTER-CULTURAL CLUB

The Inter-Cultural Club was established at Illinois State Normal University in 1944-1945 for the purpose of promoting a better understanding among different cultural groups. Members of the faculty and of the student body are eligible for membership.

DEPARTMENTAL CLUBS

- | | |
|------------------------------|-------------------------------------|
| 1. Palette Club | 7. Latin Club |
| 2. Business Education Club | 8. Lowell Mason Club |
| 3. Elementary Education Club | 9. Nature Study Club |
| 4. French Club | 10. Science Club |
| 5. Home Economics Club | 11. Social Science Club |
| 6. Industrial Arts Club | 12. Women's Physical Education Club |

HONORARY SOCIETIES

1. Alpha Tau Alpha—Professional Agricultural Fraternity
2. Gamma Phi—Honorary Gymnastic Fraternity
3. Gamma Theta Upsilon—Honorary Professional Geography Fraternity
4. Kappa Delta Epsilon—Professional Educational Sorority
5. Kappa Delta Pi—Honor Society in Education
6. Kappa Mu Epsilon—Honorary Mathematics Fraternity
7. Kappa Phi Kappa—Professional Education Fraternity
8. Pi Gamma Mu—Honorary Social Science Fraternity
9. Pi Kappa Delta—Honorary Forensic Fraternity
10. Pi Omega Pi—Honorary Business Education Fraternity
11. Sigma Tau Delta—Honorary English Fraternity
12. Theta Alpha Phi—Honorary Dramatic Fraternity

SPECIAL ORGANIZATIONS

- | | |
|-----------------------------------|------------------------|
| 1. Band (concert) | 10. Men's Glee Club |
| 2. Band (marching) | 11. N Club |
| 3. Blackfriars | 12. Orchesis |
| 4. College League of Women Voters | 13. Orchestra |
| 5. Fell Hall | 14. Smith Hall |
| 6. Hieronymus Club | 15. Treble Chorus |
| 7. Jesters | 16. University Choir |
| 8. Maize Grange | 17. University Theatre |
| 9. Male Chorus | 18. Women's Chorus |

ATHLETICS

A prominent place is accorded athletics in the activity program of Illinois State Normal University. Standing for the highest type of good sportsmanship, University teams have attained marked success in football, basketball, cross country, wrestling, indoor and outdoor track, baseball, tennis, and golf. The University is a member of the Illinois Intercollegiate Athletic Conference, composed of the five state teachers colleges of Illinois.

In addition to a very extensive intercollegiate program, a broad intramural program is being carried out each year. With excellent facilities, adequate equipment, and well-trained instructors, for such activities, it is not surprising to find a large number of students engaging in these activities.

Illinois State Normal University is very fortunate in having excellent equipment for an extensive athletic program. McCormick Gymnasium cares for indoor activities in an efficient manner. McCormick Athletic Field has ample space for football, track, and baseball as intercollegiate sports, and for a far-reaching intramural program. Ten excellent tennis courts, two of them concrete, are located just east of the athletic field, and a new women's athletic field has recently been constructed south of these courts. The University High School recreation field affords excellent facilities for student teaching through assisting in handling University High School sports.

SPEECH ACTIVITIES

Illinois State Normal University has placed much emphasis upon the field of speech, having as one of its important phases of teacher education the Division of Speech Education. In addition to excellent class work, decided emphasis is placed upon oratory, extempore speaking, and debating for both men and women. The University belongs to the Illinois Intercollegiate Oratorical Association and the Illinois Intercollegiate Debate League, which include in their membership many of the liberal arts and teachers colleges of the state. Student orators compete annually for the medal offered for the best speaker in the public speaking division of the Edwards Medal Contest.

The university debating teams, both men and women, have been highly successful in their numerous debates throughout Illinois and surrounding states. An invitational debate tournament, attracting a large number of colleges from several mid-western states, is sponsored annually by Illinois State Normal University. Students who qualify through intercollegiate participation in forensics are eligible for election to Eta Chapter of Pi Kappa Delta, National Honorary Forensic Society.

Students who are interested in debating as an extraclass activity, regardless of curriculum, are invited to join the debate group, composed of men and women, which meets Tuesday evening from 7:00 to 9:00 p.m. Although previous experience in debating is unnecessary as a qualification, students who participated in high school are urged to continue this activity in college. Students who wish to gain a good foundation for intercollegiate competition may elect Speech 143, Argumentation and Debate.

As part of the work of interpretative reading classes, an opportunity is offered students to participate in reading programs. Various community organizations make frequent requests for student programs. For those interested in

reading poetry, selection for participation in the annual Edwards Medal Contest is held in high esteem. A medal is presented to the student chosen as the best poetry reader.

Extraclass dramatic activity at Illinois State Normal University is under the auspices of the University Theatre. The Theatre Board is composed of the director of dramatics, presidents of the dramatic organizations (Jesters and Theta Alpha Phi), and a number of students chosen as leaders in such fields of dramatic production as staging, lighting, costuming, and business. These determine the policies of the theatre and direct the activities involved in the production of the plays. Four major plays are presented each year. Participation in these is open to the entire student body.

RADIO BROADCASTING

Illinois State Normal University has unusual facilities for radio broadcasting. Through the courtesy of WJBC, Bloomington-Normal station, students may take part in this increasingly important activity. Campus studios are located in Cook Hall, Capen Auditorium, Milner Library, and McCormick Gymnasium, are also wired for use. Musical programs, debates, panel discussions, dramatic productions, and forums give students of varied interests an opportunity to prepare scripts and to participate in actual broadcasts. A limited number of students are given training and employment as technicians and announcers.

MUSIC ACTIVITIES

Music is an important and vital experience in life and is a necessary part of the teacher's equipment. Illinois State Normal University, cognizant of this, endeavors to conduct a varied program of music organizations. The purpose of these organizations is twofold: to provide an enriched musical background and to promote growth, and to prepare students to teach similar groups.

The organizations are Concert Band, University Women's Chorus, Men's Glee Club, Concert Orchestra, University Choir, Treble Chorus, Marching Band, Male Chorus, Varsity Pep Band, Laboratory Orchestra and Laboratory Band. In addition, there are a number of small ensembles.

Membership in the Concert Band, Concert Orchestra, and University Choir, is open to all university students who can qualify.

The Treble Chorus is open to all university women who choose music as a teaching field and who are not members of the University Women's Chorus or the University Choir.

Membership in the University Women's Chorus is open to women who qualify and who have had considerable singing experience.

The Male Chorus is open to all university men who qualify. It is required of all men who choose music as a teaching field and who are not members of the University Men's Glee Club or University Choir.

University Men's Glee Club is made up of men who qualify and who have had considerable singing experience.

The Laboratory Orchestra and Laboratory Band are maintained for all students who are not sufficiently advanced to qualify for membership in the University Orchestra and Bands, and are laboratory hours for music courses numbered 114, 121, 125, 134, 223, 232. See Music Participation on page 111.

UNIVERSITY LECTURE COURSE

The University believes definitely in the educational value derived by the student from opportunities to hear the leading thinkers of the day, and the best that is available in the fields of music, drama, and the allied arts. An equal number of faculty and student members constitutes the Entertainments, Concerts, and Lectures Board, which arranges for a series of programs during the year. The money to finance this course is secured from the student activity fee, which is paid by each student at the time of registration.

UNIVERSITY PUBLICATIONS

The yearbook at Illinois State Normal University is known as the *Index* and is published by a staff of students enrolled in an English course entitled School and College Annual 270.

The *Vidette* is a semi-weekly newspaper published by the students of the University. It attempts to carry all the important news of the campus and to reflect student life. This paper has received national recognition for its high quality and is an excellent laboratory for the classes in journalism. Quarters for this publication, as well as for the journalism work, have recently been provided. The editor and business manager are chosen by the Publications Board and the editor and faculty sponsor appoint a staff of assisting editors.

Campus Cues is a handbook of useful information, published annually for the benefit of the Freshman Class by the Women's League and the University Club.

The *Alumni Quarterly*, published from the University Press, has been the official bulletin of the Alumni Association since 1912. This magazine of thirty-two pages goes to members of this alumni organization four times a year.

The *Illinois State Normal University News Letter* is a six-page folder distributed free of cost to all graduates of the University and former students in military service three times a year.

Campus Towers is a four-page news bulletin for parents of University students. Published soon after the opening of school and at the close of each semester, it is distributed free of cost.

The *Illinois State Normal University Bulletin* is the general publication of the University. Published six times each year, three issues are the general catalog, the summer session bulletin, and the report of the Annual Administrative Roundup. The other three issues are used, as occasion demands, for bulletins covering graduate work, extension service, pictorial presentation and special activities of the University.

Teacher Education is published four times each year as a field service bulletin of the University and is made available to administrators, teachers, and others interested in the various levels of education.

PERSONNEL SERVICES

Illinois State Normal University offers to all students many personnel services designed to assist them in making early and satisfactory adjustments to college life in general and to the environment of this University in particular. Personnel services as defined on this campus consist of all those activities and agencies which exist for the purpose of helping people make the desired adjustments to their immediate and probable future needs. Chief among the per-

sonnel services at Illinois State Normal University are those performed by the student deans, through the testing program, the housing service, the office of the University Physician, financial aid consisting of part-time employment and student loans, remedial instruction, intramural sports and hobby night programs, curricular advisement, individual counseling, the psychological consultation service, and teacher placement.

In order to help students make early and satisfactory adjustments to the problems which often confuse and perplex them, the University has established a counseling service. Approximately eighty members of the faculty serve as counselors to advise with students in connection with their educational programs and social life. Each counselor has only a small group of students to work with and, as a result, is able to give a great deal of personal attention and consideration to the needs of individual students. A group is usually assigned to a counselor on the basis of geographical location, generally a county unit. The first contact between counselor and student is made at the very beginning of Freshman Week. From that time forward, students are advised to confer with their counselors as needs arise.

Student leaders from the upper classes under the supervision of the Women's League and the University Club advise freshmen in carefully organized counseling groups. These two all-women's and all-men's organizations set up also a spring training course for student counselors.

As a service to university students who enter with some deficiencies in reading or speech ability, non-credit courses are provided.

PROMOTION OF HEALTH

Illinois State Normal University gives unusual attention to the promotion of the health of students. A resident University Physician, two registered, trained nurses, and a qualified office assistant give their time to the health of students in the University and training schools. The University Physician's offices are located in Cook Hall and the headquarters of the nurse for the training school are in the Metcalf Building.

Beginning with September, 1935, a more extensive health service provided a limited period of hospitalization for the students of the University. This service is now cared for with funds set aside from the student activity fees, such service being available under the following regulations:

1. Student participation in such health service is available only for those students who have paid their university fees. The University is not obligated for any hospital service charges of students who have not complied with this regulation.

2. A dispensary, which is open during class hours, is maintained in Cook Hall. Regular office hours from 9:00 a.m. to 12 m. and 2 p.m. to 4 p.m. are maintained by the University Physician for student consultations. No charge is made for this service. A registered nurse is in the office from 9:00 a.m. to 12 m. on Saturday mornings.

In cases of emergency occurring outside the regular office hours, the office assistant will locate the University Physician.

3. No University student is eligible for the services outlined at the expense of this fund unless he presents a card from the University Physician designating

and approving the type of service to be rendered, and then only to the amount specified.

4. In cases where the University Physician approves hospitalization, not more than \$2.75 will be paid per day for not more than seven days. This provides care in a two-bed room with another University student.

5. In cases where the University Physician approves hospitalization and a local physician is called to the hospital for the purpose of diagnosis, an amount not to exceed \$3.00 will be paid for the one such hospital call. The student must pay any physician's bill in excess of this allowance.

6. The University Physician has the privilege of approving bills for Laboratory, X-Ray, or Electro-cardiogram, provided the fees for such services have been agreed upon before the rendering of such services.

7. The cost of medicines not to exceed \$1.00 will be allowed for each hospitalization period. The student must pay any amount in excess of this allowance.

8. In emergency cases, where the approval of the University Physician cannot be obtained in advance, the case may be taken to the hospital as an emergency case, following notification of some administrative officer of the University, such as the Dean of Women, Dean of Men, Dean of the University, or President, but no compensation will be allowed unless approved by the University Physician.

9. No chronic cases or ailments developed before September 10, 1945, or prior to the patient's connection with Illinois State Normal University will be approved for hospitalization.

10. Surgeon's fees, those of special nurses, when required, and operating room fees are paid by the student.

11. The foregoing regulations apply only during the regular school year or summer session for which fees have been paid and are not applicable to regular vacation periods as indicated in the University Calendar.

The foregoing type of service has been of great benefit to both the school and the student body, since it has prevented much absence that would otherwise have resulted and has made possible early diagnosis and care that could not be afforded under other conditions. Removal of the mental hazard incidental to illness has made this program exceedingly valuable. This type of service is undoubtedly appreciated by parents who realize that the best of care is afforded students while attending school.

HISTORY OF THE UNIVERSITY

FOUNDING AND EARLY HISTORY

Illinois State Normal University, founded in 1857, was the second state normal school established west of the Allegheny Mountains and the tenth in the United States. Its location at North Bloomington, later called Normal, made it conveniently accessible from all parts of Illinois. Its site of sixty-four acres of beautiful campus and an experimental farm of ninety-seven acres were donated by citizens of Bloomington and McLean county. Until the first building, now known as Old Main, was ready for use in 1860, the school was housed in Major's Hall in Bloomington. The Main Building was the largest and best building of its kind in the United States at the time of its completion, and is now the oldest in use for state teacher education purposes.

DEVELOPMENT OF CURRICULA

From 1857 to 1900 there was but one curriculum at Illinois State Normal University. This curriculum was comparatively elementary and could be completed by the average student in three years. It led to the normal school diploma, and was required of everyone who was graduated.

Students who expected to teach high school classes usually took additional advanced elective courses beyond the requirements for a diploma.

After 1900, two year curricula, and, at a slightly later date, four year curricula were organized to meet the needs of those who wished to prepare for some special position in the teaching field. As a result of the 1941 Certifying Law, the two year curricula were discontinued, beginning with the school year of 1942-43. Four year curricula for all phases of public school work from the kindergarten through the high school are now available.

In 1907, the legislature of Illinois authorized Illinois State Normal University to confer the degree of Bachelor of Education on the completion of four years of college work beyond that of a standard four year secondary school. The first degree was conferred in 1908. By action of the Teachers College Board on July 12, 1943, this degree was changed to Bachelor of Science in Education.

On July 12, 1943, the Teachers College Board, governing all five of the State teachers colleges in Illinois, authorized the offering of a fifth or graduate year of work leading to the degree of Master of Science in Education. Graduate work is offered in seven departments throughout the year, including summer sessions.

RANK IN ACCREDITING ASSOCIATIONS

Illinois State Normal University is accredited by the North Central Association of Colleges and Secondary Schools as a degree-granting institution. The University is likewise accredited by the American Association of Teachers Colleges. Graduates of the University are thus eligible to teach in any secondary school in this state and in other states.

On the graduate level also Illinois State Normal University meets all standards established by the North Central Association of Colleges and Secondary Schools and the American Association of Teachers Colleges.

BUILDINGS, CAMPUS AND GENERAL EQUIPMENT

THE UNIVERSITY CAMPUS

Illinois State Normal University is fortunate in possessing a beautiful campus. Most of the trees were planted soon after the University was established and are at least eighty-five years old. The University is indebted to the vision of Jesse W. Fell, a local resident, for the artistic effect gained in planting this bit of Illinois prairie. In 1857 he sent to Philadelphia to secure a landscape gardener, who arranged for the planting with an eye to the future. Such vision was remarkable in those days.

*OLD MAIN

Old Main, one of the landmarks of central Illinois, is an imposing structure, which is surmounted by a clock-tower visible for miles around. In it are located most of the administration offices, the student lounge, the textbook library, the Philadelphian and Wroughtonian society halls, and twenty-six classrooms, which are used chiefly for classes in education, mathematics, social science, music, and speech.

NORTH HALL

North Hall, originally built in 1892 as a training school and from 1914 to 1940 used as the University Library, is the second oldest building on the campus. Since the erection of the new Milner Library, North Hall has been converted into classrooms and is occupied by the Departments of English and Geography and Geology. The offices of the *Vidette*, the University paper, and the *Index*, the University yearbook, are located in this building.

COOK HALL

"Old Castle," as this gray stone building is often called, was built in 1895. The lower floor is given over to a gymnasium with locker and shower rooms and is now used by the students of the training schools. The University Physician has offices on this floor. The second and third floors accommodate the work of the Division of Business Education. In the tower, the campus reception room and studio for radio station WJBC are to be found. From here, several programs are broadcast each day by students and faculty. On the ground or basement level is a large room with unusual acoustics for rehearsal and other activities of instrumental music groups. Five sound-proof practice rooms, adjoining this rehearsal hall, are available for individuals or small groups.

INDUSTRIAL ARTS BUILDING

The Industrial Arts Building was built during the year 1908 to furnish the growing University with a larger and more attractive auditorium and to house various departments such as industrial arts, home economics, and the fine and applied arts.

The lower floor of the building is used for woodworking shops, an electrical laboratory, the University Press, and classrooms for the Division of Industrial Arts Education. Two rooms are used for applied design and pottery work of the art

* Buildings are listed and described in the order of their construction, except for residence halls and buildings on the University Farm.

department. The second floor houses rooms for home economics and fine arts. The auditorium also located on the second floor and seating 1000 people, is called Capen Auditorium in honor of a former member of the State Teachers College Board. An excellent pipe organ with electrical action is part of the equipment of the auditorium. On the third floor are found a clothing and costume design laboratory for courses in the Division of Home Economics Education and several rooms now used for classwork in psychology and education.

METCALF BUILDING

Erected in 1912, the campus training school building is a three-story brick structure of modern design. This building is occupied by the kindergarten, primary, intermediate, and upper grades, and part of the University High School. It is located just east of the Main Building, with which it is directly connected.

Serving as a laboratory for student teachers, this structure houses classrooms, art and home economics laboratories, elementary and high school libraries, physical education facilities, and numerous offices.

MECHANIC ARTS BUILDING AND CENTRAL HEATING PLANT

Work in machine shop practice, sheet metal and kindred activities is carried on in one unit of this building, which was built in 1916.

The central heating plant of the University, supplying heat and hot water for the several buildings, is housed in this modern brick structure.

McCORMICK GYMNASIUM

McCormick Gymnasium was erected in 1925 and is one of the excellent gymnasium buildings in the state. The building is a thoroughly modern two-story brick structure. It is arranged in two units so that the offices and classrooms are separated from the gymnasiums. The women occupy the north half of the entire building, and the men occupy the south half. The main floor of the east unit contains the offices, shower and dressing rooms for the instructors, and store rooms. On the second floor are the men's and women's gymnasiums, two large classrooms, a dance studio, and a completely equipped physical examination and therapeutic room. The seating capacity of the men's gymnasium for athletic events is approximately 1600. When used as an auditorium for concerts it may seat as many as 2300.

FELMLEY HALL OF SCIENCE

The Felmley Hall of Science, dedicated October 10, 1930, is a four-story brick building located east of North Hall and north of the Metcalf Building. This building is used wholly for science and gives the University exceptional facilities for the preparation of high school science teachers. Here are located commodious lecture rooms, classrooms, and laboratories with the best of modern equipment.

The first floor is used for the subjects of agriculture, nature study, and physics. On the second floor are located the classrooms and offices of the Department of Biological Science. On this floor is also located the office of the Dean of Men. The chemistry classrooms occupy the third floor of the building. Facilities for work in anatomy are located on the fourth floor.

UNIVERSITY GREENHOUSE

The University Greenhouse, facing University Street and west of Cook Hall, was completed January 1, 1938. This building meets important needs of the University, especially from the standpoint of growth of materials for the beautification of the campus. It also makes available plants and flowers for offices and libraries and for decorating purposes at various campus functions on numerous occasions.

The greenhouse is available for limited work in connection with the science departments of the University, especially the Departments of Biological Science and Agriculture.

HOME MANAGEMENT HOUSES

The Rambo Home Management Houses, combined in one structure, are located on the campus directly west of Fell Hall, facing University Street. The houses were occupied for the first time during the school year 1939-40. Of Georgian architecture, the building consists of two complete seven-room houses and a two-room apartment for the Director. The two houses are accessible to each other only through the Director's apartment on the second floor and the recreation rooms in the basement. Each house will accommodate six residents. Here senior students in home economics live for a period of nine weeks to satisfy the requirement for "actual homemaking experience" established by the Federal Board for Vocational Home Economics.

MILNER LIBRARY

Milner Library was dedicated on Commencement Day, June 10, 1940, and opened for use at the beginning of the 1940 summer session. It is a two-story and basement brick building. Georgian in design, planned and equipped to provide for and facilitate the most efficient use of library materials. Four stack levels are designed to accommodate 225,000 volumes.

On the first floor, on either side of the main entrance, are the reserve reading rooms. On the first floor also are the publishers' exhibit room and a sound-proof typewriting room where students may copy materials.

The circulation department and the main reading room are on the second floor. Here, too, are the browsing room and the Carnegie room. The main reading room extends across the west side of the building. Around its walls are shelved the reference books and periodicals, both the current numbers and the bound volumes since 1930. Opening off this room on the north is the browsing room, where there is a collection of fiction and non-fiction for general reading. Books from this room may be checked out for two weeks. The Carnegie room contains collections of music and art books, which are available for class use. Here also is housed the Carnegie Corporation's gift of music—an excellent phonograph, over 1000 records, scores, and books about music and musicians.

The basement is devoted principally to the museums—three large exhibit rooms on the west side of the building, and a specially constructed art gallery. Also on this floor is the library classroom, where students are instructed in the use of the library and where the special classes for the education of teacher-librarians meet for lectures, discussions, and laboratory work. Here, too, is the micro-photography room.

FELL HALL

Fell Hall, a campus residence for women students, located between Cook Hall and McCormick Gymnasium, faces east and overlooks the broad expanse of the south campus. Surrounded by beautiful trees, this hall presents one of the most attractive views on the campus.

The building is of brick construction, three stories above a basement. The two upper floors are given over largely to rooming facilities. The main floor has the dining room, kitchen, drawing room, parlors, office, and living quarters for the Director of the Hall. The rooms for the residents are large, well-lighted, and comfortable as to heat and ventilation. There are accommodations for approximately one hundred women.

SMITH HALL

Smith Hall is located on University Street directly across from McCormick Athletic Field. It occupies almost an entire city block, which has been carefully landscaped with gardens and a spacious lawn. The Hall provides accommodations for forty-two men, and makes possible a homelike environment for the residents, as well as a social center for the men of the campus.

This commodious gray brick house has on the first floor reception rooms, a library, and a large dining room overlooking the garden. On the second floor are numerous rooms for study purposes, which form the center of the home life of the residents. On the third floor is a large, completely finished and air-conditioned dormitory. When the Hall opens in September, 1945, it will have been re-decorated and entirely reconditioned with new wiring, electric fixtures, and plumbing.

THE UNIVERSITY FARM

The demonstration farm of Illinois State Normal University, which is carried on under the direction of the Division of Agriculture Education, adjoins the campus and consists of ninety-seven acres of choice land for the various cultivated crops and pastures adapted to the corn belt region. This farm has been owned by Illinois State Normal University since its founding in 1857.

The purpose of this farm is that of an agricultural laboratory, on which may be demonstrated good farming methods for the benefit of students taking courses in agriculture.

The farm with twelve buildings, six of them newly constructed, is well-equipped for dairying and other agricultural activities, affording excellent possibilities for observation and practice. An increasingly large number of pure-bred horses, beef and dairy cattle, sheep and swine are available for various uses including stock judging. Considerable attention is given to the raising of various types of poultry.

MCCORMICK ATHLETIC FIELD

The McCormick Athletic Field is one of the largest and best in the Illinois Intercollegiate Athletic Conference. It occupies eight acres at the south end of the campus, lying along University Street immediately adjoining the McCormick Gymnasium. The field is excellently equipped for varsity and intramural sports and contains a number of practice fields, which serve as training facilities for a large number of students taking work in athletics and physical education.

In the southwest portion of the athletic field is located the varsity football field, surrounded by an excellent quarter-mile cinder track. In the northeast

corner of the field is the varsity baseball diamond, recently completed in such manner as to bring forth comments from those in position to know that it is the equivalent of many big league infields.

The rest of the field is used as a practice field for football and other sports, as well as a means of caring for the increasing intramural program.

Directly to the east of the athletic field, ten new tennis courts, two of them hard-surfaced, all-weather courts, have recently been completed. A new archery range of unusual size and attractiveness is also provided in this area.

To the south of the tennis courts is the newly-constructed Women's Athletic Field.

PUBLIC LIBRARIES

Students of Illinois State Normal University have access to the Normal Public Library and the Withers Public Library of Bloomington by compliance with established regulations. These generous regulations will be provided for those interested upon inquiry at Milner Library.

THE EXTENSION SERVICE

In response to a constant and sometimes urgent request for the establishment of extension class centers in the territory served principally by Illinois State Normal University, the University maintains an Extension Department. Under the present plan, which has operated for several years, some of the regular instructors in the University offer courses in their special fields according to the demand for such work and the number of available teachers from the regular staff.

With the great demand for extension work, it is impossible to meet all requests for classes in various centers in Illinois. It will be the policy to serve as many centers as possible. These centers will be established in the order in which requests are made or according to the transportation facilities to and from the proposed centers. These courses carry regular University credit. Inquiries regarding the possibility of the establishment of centers should be addressed to the Director of Extension Service.

A pamphlet or specific information explaining the Extension Service can be obtained by writing to the Director of Extension Service. The pamphlet contains information about probable courses, university credit, transfer of credits, fees and other expenses, rules and regulations, and other information about organization of the work.

Undergraduate university credit may be earned through courses offered by extension. Each course carries two and one-half semester hours of undergraduate credit for the various courses where classes meet each week for seventeen meetings during a semester. Courses which are not required in a student's particular field or curriculum may often be used as electives. They will also be accepted for credit transfer to other institutions of higher learning within the limits of the particular requirements of such institutions.

Illinois State Normal University has discontinued the practice of offering courses by correspondence. However, under certain conditions, a limited amount of credit earned from accredited institutions in approved courses taught by correspondence will be accepted toward graduation from Illinois State Normal University. Inquiries in regard to correspondence credits from other institutions should be addressed to the Registrar.

THE SUMMER SESSION

Illinois State Normal University provides a summer session of eight weeks as well as an intercession of three weeks in the summer of 1945. Though students of the regular year attend these sessions in constantly growing numbers, about two-thirds of the attendance is composed of teachers in service who wish to continue their education during the summers. Regular courses with the regular university staff of instructors are offered. One may definitely plan on getting the type of work that will count toward graduation on the same basis as attendance at the sessions of the regular year.

Student teaching facilities are available to those who qualify for such work.

The maximum number of hours permitted any student in the regular summer session is nine semester hours of credit, which constitutes one-half of one semester.

A complete summer session bulletin is issued each year and is available by writing to the Registrar. This bulletin contains a detailed description of all courses, the cost of attendance, special attractions during the summer including the Educational Conference and Exhibit, and other types of information of interest to those wishing to combine a pleasant summer with profitable work. Several one-week clinics have proved very popular in recent summers.

ALUMNI RELATIONS

Through the alumni office, the Alumni Association, and twenty-six ISNU Clubs, former students maintain contacts with one another and the University.

The alphabetical and geographical files in the alumni office include data about all Illinois State Normal University graduates. Information is being assembled covering former students in military service. The office serves as headquarters for alumni when they are on the campus. The *News Letter*, a publication of the alumni office, goes to all graduates three times a year as well as to former students in military service.

Sponsored by the Alumni Association for its members and published from the University Press is the *Alumni Quarterly*. The association plans class reunions and the annual alumni luncheon as well as an annual assembly program for students. An outstanding junior, selected by a student-faculty-alumni committee, receives each year an award from the association to cover fees for his last year in college.

A number of ISNU Clubs have been organized by former students. These serve to promote the welfare of the University and keep alumni in touch with one another and the school. Officers of the clubs receive a news sheet called *Around the Club Circuit* from the alumni office, and club presidents attend an Alumni Council dinner meeting at the University once a year. There are ISNU clubs at Chicago, Decatur, St. Petersburg, Florida, and Cleveland, Ohio. Alumni in a number of southeastern counties of Illinois assemble annually at Lawrenceville or Olney. Other counties in which clubs have been organized include those of Champaign, Christian, DeWitt, Ford, Iroquois, Kane, Kankakee, Knox, LaSalle, Livingston, Logan, Macoupin, Madison, McLean, Peoria, Piatt, St. Clair, Sangamon, Tazewell, Vermilion, and Will.

SUMMARY OF ATTENDANCE

JUNE 1, 1944, TO JUNE 1, 1945

CLASSIFICATION OF DIFFERENT RESIDENT STUDENTS, SEPTEMBER, 1944,
TO JUNE, 1945

	MEN	WOMEN	TOTAL
Post Graduates	3	4	7
Graduates	17	10	27
Seniors	14	144	158
Juniors	17	153	170
Sophomores	10	153	163
Freshmen	40	308	348
Unclassified	9	13	22
Special	13	34	47
Total Civilians (exclusive of duplicates)	123	819	942
Total Navy V-12 (exclusive of duplicates)	333	0	333
Total Resident Students (exclusive of duplicates) ..	456	819	1275

CLASSIFICATION OF DIFFERENT STUDENTS, SUMMER SESSION, 1944

Post Graduates	12	40	52
Graduates	7	11	18
Seniors	20	225	245
Juniors	9	166	175
Sophomores	5	94	99
Freshmen	5	61	66
Unclassified	13	123	136
Special	2	6	8
Total	73	726	799

Total Resident Students for Calendar Year (exclusive of duplicates)	502	1330	1832
Extension Enrollment	33	454	487

PUPILS IN THE TRAINING SCHOOLS AND AFFILIATED SCHOOLS

	BOYS	GIRLS	TOTAL
Campus			
Metcalf Elementary	190	174	364
University High School	213	235	448
Total in Campus Schools	403	409	812
Affiliated Schools			
Soldiers' and Sailors' Children's School			
Elementary	124	95	219
Junior High School	58	28	86
Walker Rural School	11	13	24
Total in Affiliated Schools	193	136	329
Total in All Training Schools	596	545	1141

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ILLINOIS STATE NORMAL UNIVERSITY

Bulletins Available Upon Request

Graduate School

Summer Session 1945

Workshops (campus and off-campus)

Educational Service for Veterans





Summer Session
1946

ILLINOIS STATE NORMAL UNIVERSITY
BULLETIN



Illinois State Normal University Bulletin

Forty-seventh Annual
SUMMER SESSION
1946

Intersession
June 8 - June 28

Regular Session
June 29 - August 23

Published Bi-monthly by the
ILLINOIS STATE NORMAL UNIVERSITY
NORMAL, ILLINOIS

Entered as second class matter at the post office at Normal, Illinois, under the Act of Congress of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917.

[Printed by authority of the State of Illinois]

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UNIVERSITY CALENDAR

1946-1947

Interession, 1946

Three Weeks

Saturday, June 8—Registration 8:00-12:00 a.m.
Monday, June 10—Classwork begins.
Monday-Friday, June 10-14—Conservation Clinic—Registration, Saturday,
June 8—8:00-12:00 a.m.
Monday-Friday, June 24-28—Athletic Coaching School.
Friday, June 28—Final Examinations.
Friday, June 28—Interession ends.

Regular Session, 1946

Eight Weeks

Saturday, June 29—Registration for University and University High School.
Monday, July 1—Classwork begins in University, University High School, and
Metcalf Elementary School.
Wednesday, July 3—Independence Day Vacation begins after scheduled classes.
Monday, July 8—Independence Day Vacation ends, 7:30 a.m.
Monday-Friday, July 15-19—Basic Reading Clinic.
Monday-Friday, July 15-19—Conference on Special Education.
Tuesday-Thursday, July 16-18—Educational Conference and Exhibit.
Monday-Friday, July 22-26—Advanced Reading Clinic.
Monday-Friday, July 29-August 2—Parent-Teacher Association Clinic.
Monday-Friday, August 5-9—Rural Education Clinic.
Wednesday, August 7—I. S. N. U. Summer Show, 7:30 p.m.
Thursday-Friday, August 22-23—Final Examinations.
Friday, August 23—Regular Session ends. Summer Commencement, 3:00 p.m.

Regular Year, 1946

Registration Week

Monday, September 9—Registration in Metcalf Elementary School, University
High School, and Off-Campus Affiliated Schools. University student
teachers report to Directors of Divisions at 9:00 a.m.
Monday, September 9—Faculty Meeting, 3:00 p.m.
Monday, September 9—Meeting of Faculty Counselors, 4:30 p.m.
Tuesday, September 10—Freshmen report as directed, 9:15 a.m. Every entering
Freshman must be present from September 10 through 13 to complete
registration and meet other requirements.
Friday, September 13—Registration for former Freshmen and Upperclassmen.
Monday, September 16—All University classwork begins. Registration for late
afternoon, evening, and Saturday classes, 7:00 p.m.

STATE OF ILLINOIS

DWIGHT H. GREEN

Governor

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THE TEACHERS COLLEGE BOARD

Ex-Officio Members

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Director of Registration and Education (Springfield)
Chairman

VERNON L. NICKELL

Superintendent of Public Instruction (Springfield)
Secretary

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1937-1943

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1939-1945

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1941-1947

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1943-1949

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MR. ROBERT W. DAVIS Carbondale

1945-1951

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MR. EDWIN McDONALD, Coordinator Springfield

Under the provisions of the Civil Administrative Code the Illinois State Normal University is governed by a board consisting of eleven members known as the Teachers' College Board. The Director of Registration and Education is ex-officio chairman of the Teachers College Board and the Superintendent of Public Instruction is ex-officio its secretary. Nine other members are appointed by the governor for terms of six years. This board is the governing body for the five state teachers colleges of Illinois.

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DOROTHY W. KING Secretary to the President

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EDNA B. SLUDER ----- Secretary to the Dean of Women

Office of the Dean of Men

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SARAH FOX	Secretary to the Director of the Bureau of Appointments
ORESSA MC QUEEN	Secretary to the Director of the Training Schools

Office of the Director of Integration

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Coordinator of Services for Veterans
MARY FRANCES FORD Secretary to the Director of Integration

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and University Nurse
ANNA F. STAKER Office Assistant

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	Director of Publicity
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EDNA R. MC COPPIN	Alumni Secretary
JEAN CAREY	Office Secretary

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RUTH V. CLEM, B.S. in Ed.	University Accountant
ELEANOR CRONE	Assistant in the Business Office
BERNICE F. BUCK, B.S. in Ed.	Clerk in Business Office
FERNE A. ROSEMAN	Cashier

ADMINISTRATIVE STAFF

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LESLIE A. HOLMES, B.S., M.S., Ph. D., (1936)	Administrative Assistant to the President Associate Professor of Geography
CHRIS A. DE YOUNG, A.B., M.A., Ph. D., (1934)	Dean of the University Director of the Summer Session Professor of Education
ARTHUR HOFF LARSEN, B. Ed., Ph. M., Ph. D., (1935)	Assistant Dean of the University Head of the Department of Education and Psychology Professor of Education
ANNA L. KEATON, A.B., A.M., Ph. D., (1937)	Dean of Women Associate Professor of English
HELEN M. FLYNN, B.A., M.A., (1945)	Assistant Dean of Women Director of Fell Hall Assistant Professor of Social Science
RALPH HARLAN LINKINS, A.B., A.M., (1917)	Dean of Men Associate Professor of Biological Science
JOHN WESLEY CARRINGTON, B.S., A.M., Ph. D., (1933)	Director of the Training Schools Director of the Bureau of Appointments Professor of Education
FLOYD TOMPKINS GOODIER, A.B., A.M., (1935)	Director of Integration Director of Veterans Services Associate Professor of Education
ELSIE BRENNEMAN, B.Ed., M.A., (1927)	Director of Admissions and Registrar Assistant Professor of Education

STAFF OF INSTRUCTION

HARRY FRANKLIN ADMIRE, B. Ed., A.M., (1923)	Assistant Professor of Business Education
MARY SUSAN ARNOLD, A.B., B. Ed., A.M., (1939)	Assistant Professor and Supervising Teacher in the Third Grade
G. BRADFORD BARBER, B. Ed., M.A., (1944)	Assistant Professor of Speech
DOUGLAS R. BEY, B.A., A.M., (1944)	Assistant Professor of Mathematics
WILLIAM ANDREW LAWRENCE BEYER, A.B., A.M., (1909)	Professor of Social Science Head of the Department of Social Science
KARL BLEYL, B.S., A.M., Ph. D., (1943)	Assistant Professor of Biological Science
BLAINE BOICOURT, B.Mus. Ed., M.A., (1926)	Assistant Professor of Music
RICHARD GIBBS BROWNE, A.B., A.M., Ph. D., (1928)	Associate Professor of Social Science
DOROTHY GARRETT BRUNK, B.Ed., M.A., (1925)	Assistant Professor of Social Science
ROSE BURGESS BUEHLER, B.Ed., A.M., (1930)	Assistant Professor and Supervising Teacher in the First Grade
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ETHEL M. BURRIS, Ph. B., A.M., (1936)	Assistant Professor of Education
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HUBERTA CLEMANS, A.B., M.A., Ed. D., (1936)	Assistant Professor and Supervising Teacher in the Sixth Grade
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EDWARD LE ROY COLE, A.B., A.M., Ed. D., (1931)	Associate Professor of Education
RUTH L. COLE, B.Ed., M.A., (1944)	Instructor and Supervising Teacher in the Second Grade

*—Figures in parentheses indicate year of first employment in this University.

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LINDER W. HACKER, B.Ed., M.A., (1925) Associate Professor of Education

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F. LINCOLN D. HOLMES, A.B., A.M., Ph. D., (1935) Professor of Speech
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MAX HONN, A.B., (1932) Instructor in Printing

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Head of the Department of Health and Physical Education for Men

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Director of the Division of Special Education

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WAYNE F. SHERRARD, B.F.A. in Ed., M.M. in Ed., (1938)	Assistant Professor of Music
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ETHEL GERTRUDE STEIN, B.Ed., M.A., (1944)	Instructor and Supervising Teacher in the Seventh Grade
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EDWIN G. STRUCK, A.B., M.S., (1935)	Assistant Professor of Health and Physical Education
LOUISE M. STUBBLEFIELD, B.Ed., B.S. in L.S., M.S., (1942)	Instructor and Assistant Librarian
LUCY LUCILE TASHER, Ph. B., J.D., A.M., Ph. D., (1935)	Associate Professor of Social Science
FLORENCE EVELYN TEAGER, B.A., M.A., Ph. D., (1931)	Associate Professor of English
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DALE B. VETTER, A.B., M.A., Ph. D., (1941)	Associate Professor of English
ESTHER VINSON, A.B., B.S., A.M., (1926)	Associate Professor of English
NELL BLYTHE WALDRON, B.A., M.A., Ph.D., (1934)	Associate Professor of Social Science
MAE CLARK WARREN, B.S., M.S., (1936)	Assistant Professor of Home Economics
MARY DOROTHY WEBB, B.A., M.A., (1930)	Assistant Professor of the Teaching of Business Education
MARGARET MARY WESTHOFF, B.Ed., M.S., (1933)	Instructor in Music
JENNIE ALMA WHITTEN, A.B., A.M., Ph.D., (1919)	Professor of Foreign Languages Head of the Department of Foreign Languages
BERNALILLO WILLIAMS, B.Ed., M.A., (1944)	Assistant Professor of the Teaching of English
LELA WINEGARNER, B.Ed., A.M., (1933)	Instructor in the Teaching of English
RUTH V. YATES, B.A., M.A., (1935)	Assistant Professor of Speech
JESSE EMMERT YOUNG, A.B., M.S., Ph.D., (1939)	Assistant Professor of Biological Science

LIBRARY STAFF

ELEANOR WEIR WELCH, A.B., M.S., (1929)	Associate Professor and Head Librarian
LUCILE ZEDA CROSBY, A.B., B.L.S., M.S. in L.S., (1940)	Assistant Librarian
EDNA IRENE KELLEY, B.Ed., (1913)	Assistant Librarian
MARGARET LAWRENCE, B.A., B.S. in L.S., M.A., (1939)	Assistant Librarian
GERTRUDE ANDREWS PLOTNICKY, (1913)	Assistant Librarian
GENEVIEVE ANNA POHLE, A.B., M.A., (1923)	Assistant Librarian
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(Librarian, Thornton Fractional Township High School, Calumet City, Illinois)	
RUTH ZIMMERMAN, B.S., M.A., (1935)	Assistant Professor and Assistant Librarian

ILLINOIS SOLDIERS' AND SAILORS' CHILDREN'S SCHOOL

JOHN L. REUSSER, B.A., M.A. in Ed., Ph.D., (1944)	Associate Professor of Education
Principal of Illinois Soldiers' and Sailors' Children's School	
MAY GOODWIN, B.Ed., A.M., (1920)	Instructor and Supervising Teacher in Junior High School
	Assistant Principal
GRACE FULLER, ANDERSON, B.Ed., (1920)	Instructor and Supervising Teacher in the Second Grade
VEDA BOLT BAUER, B.Ed., A.M., (1923)	Instructor and Supervising Teacher in the Junior High School
LORLE DEAN, B.Ed., M.A. in Ed., (1945)	Instructor and Supervising Teacher in the Sixth Grade
JOHN FRANCIS FOY, B.S. in Phys. Ed., (1937)	Instructor and Supervising Teacher in Health and Physical Education
ROLAND A. GLEISNER, A.B., M.A., (1942)	Instructor and Supervising Teacher in the Junior High School
ROLLAND OTIS GRAY, B.Ed., M.S., (1942)	Instructor and Supervisor of Vocational Work
JOHN EDGAR HOUGHTON, B.S., A.M., (1936)	Instructor and Supervisor of Vocational Work
CLARA KEPNER, B.Ed., A.M., (1930)	Instructor and Supervising Teacher in the Fourth Grade
FRED JOHN KNUPPPEL, B.Ed., A.M., (1925)	Instructor and Supervising Teacher in Artcrafts
MARGARET PARRET, B.Ed., M.A., (1945)	Visiting Instructor and Supervising Teacher in Speech
(Auditorium Teacher, Public Schools, Madison, Wisconsin)	
MABLE ANN PUMPHREY, B.S., M.S., (1920)	Instructor and Supervising Teacher in the Fifth Grade
JOSEPHINE SHEA, B.Ed., M.A., (1929)	Instructor and Supervising Teacher in the Sixth Grade
ALICE SHEVELAND, B.Ed., M.A. in Ed., (1942)	Instructor and Supervising Teacher in the Third Grade
THALIA JANE TARRANT, B.S., A.M., (1935)	Instructor and Supervising Teacher in the Fifth Grade

GENERAL INFORMATION

Since attractive offerings are now available in the summer sessions of many colleges and universities, persons selecting a school in which to further their education are confronted with the task of evaluating available programs and facilities in terms of their particular needs. Probably never before in the history of the teaching profession in Illinois has as much consideration been given to professional advancement as at the present time. Desire for advancement, competition in securing desirable teaching positions, increasingly higher standards established by many local school systems and by the State Department of Public Instruction, and the desirability of renewing certificates have all combined to cause in-service and former teachers to improve their educational qualifications. The importance of equipping students for postwar activities has not been overlooked.

Illinois State Normal University invites careful consideration of the complete, attractive, and flexible program offered in the 1946 summer session. The summer session includes many features that will be of interest to those looking for practical assistance on all levels of education. The range of course offerings is such that those interested in elementary education will find as much consideration placed upon their needs as to those of persons interested in secondary fields.

Location

Illinois State Normal University is located at Normal, which adjoins Bloomington. The two cities, with a combined population of over 40,000, are in reality one community, the north side of Division Street being Normal, and the south side of the same street, Bloomington. Excellent bus service at frequent and regular intervals connects the two cities, the business districts of which are two miles apart.

Numerous main highways that pass through Bloomington-Normal make bus service available and give the community the distinction of being the "hard roads hub of Illinois." The Alton, Illinois Central, New York Central, Nickel Plate, and Illinois Terminal Railroad Company (electric) all serve to make the cities easily accessible by rail.

Purpose of the Summer Session

The summer session program is adapted to various needs of students. The courses are especially designed for:

1. Graduates of high schools who desire to begin work in a teachers college and who may wish to complete their undergraduate work in three years including summer sessions.
2. Present students who desire to adjust any irregularities in their program of work or who wish to shorten their period of training.
3. Present or former students who desire to add or strengthen teaching fields in order to qualify for a greater variety of positions.

4. Former students including veterans who now find it possible to continue their education toward bachelor's or master's degrees and who realize the importance of accelerating their program as much as possible.
5. Graduate students beginning their work for a Master of Science in Education degree.
6. Former teachers and teachers in service who desire to earn any required number of hours of credit to renew teachers certificates.
7. Ex-service men and women.
8. Graduates of liberal arts colleges who are seeking credits in education in order to obtain a certificate to teach.
9. Teachers in service who wish an opportunity to add to their educational equipment to meet expectations of their school systems.
10. Any who desire special courses without regard to credit.

Plan of Organization

Attention is invited to the following type of organization, which we believe will appeal to summer session students:

1. Both undergraduate and graduate work will be offered in the 1946 summer session. Graduate work, inaugurated in 1944, offers a program leading to the granting of the degree of Master of Science in Education. The departments approved for a complete program of graduate work to be offered during the regular school year are Education and Psychology, Biological Science, English, Geography, Mathematics, and Social Science. Some graduate courses in Foreign Languages have also been approved and are being offered in summer sessions and in late afternoon, evening, and Saturday classes in the regular school year.
2. There will be a session of eight weeks, which is an integral part of the work of the entire year, during which time the work of one-half of one semester may be completed. The possibility of completing eight or nine semester hours of credit in eight weeks appeals to many students.
3. Preceding the regular session of eight weeks, an intersession of three weeks is scheduled. The courses of this session will be intensive and will permit a student to carry one course of three semester hours. This plan will make it possible for undergraduate students to earn twelve and graduate students eleven semester hours during the two sessions of the summer.
4. The University reserves the right to cancel any course in which there is insufficient enrollment to warrant the offering.
5. During the regular summer session, certain courses will be available for units of time less than eight weeks and for amounts of credit comparable to the number of weeks. (See pages 20, 21, 29, 30, 38, 40, 42, 43, 45, 47, 48, 55, 57, 59, 61, describing clinics and workshops.)
6. Classes carrying three semester hours of credit in the regular summer session meet once each day and five days each week. Recreational activities classes carrying one semester hour of credit meet four days a week.
7. The regular student undergraduate load is three courses of three semester

hours each. Since this intensive program makes it possible for the student to do nine weeks of work in eight weeks because of more class meetings each week, permission will not be granted to anyone to carry more than nine semester hours of undergraduate work during the eight weeks except when one semester hour of recreational activities is added.

8. Late registration is discouraged and is permissible only by special arrangement with the Dean and by the payment of an additional fee.

Faculty

The chief factor in satisfactory work available in any college or university is the competence of the faculty in presenting offerings that meet the needs of the students. Such competence is based upon extensive training, successful experience, and evidence of personal growth.

The summer session staff at Illinois State Normal University is selected from the faculty of the regular school year. Ability to present a faculty of recognized professional standing makes possible assurance of a high caliber of course offerings presented by those genuinely interested in teacher education. Of special interest is the fact that each faculty member who teaches graduate courses is required to have a doctor's degree or the equivalent.

Illinois State Normal University ranks with the best colleges and universities in the country in the extensive and varied educational background of its faculty. All regular staff members exceed in educational attainment the minimum requirement of a master's degree and about forty per cent of them possess a doctor's degree. Their background of education has come from a widespread number of the best colleges and universities in the country. Successful teaching experience in public schools is a requirement met by the large number of staff members employed in the past several years. Alertness to new ideas in education is evidenced through attendance at and participation in local, state, and national conferences and associations. Membership in general and special professional organizations, the contribution of articles for various journals, and authorship of professional books and text materials have combined to give the faculty of the University an unusually high rating.

Added to the desirable qualifications just indicated are to be found a genuine interest in students and their problems and a desire and willingness to give generously of time in the effective adaptations of course offerings to individual needs and to the requirements to be met by teachers in their particular areas of education.

Physical Plant

Illinois State Normal University is very fortunate in the number, nature, location, and adaptability of the buildings available for excellent work in teacher education. Thirteen buildings are to be found upon a beautiful campus of sixty-four acres located very close to Highways 51 and 66. Across these highways may be found the University Farm of ninety-seven acres. Just across the street from the south campus is Smith Hall, a residence for men.

The structures located upon the main campus are Old Main, North Hall,

Cook Hall, Industrial Arts Building, Metcalf Building, Mechanic Arts Building, McCormick Gymnasium, Felmley Hall of Science, Milner Library, Rambo Home Management Houses, University Greenhouse, Fell Hall, and Smith Hall. Detailed descriptions of the nature and use of these buildings may be found in the general catalog of the University.

In addition to the above mentioned thirteen buildings, there are located upon the campus thirteen excellent tennis courts, an outdoor stage and amphitheater, and athletic fields for men and women. On the University Farm there are twelve buildings used in all phases of a complete agricultural program.

Admission

High school graduates expecting to teach are eligible to apply for admission. Likewise, all former students or those transferring from other colleges and universities may be admitted under certain qualifications.

Students who are entering for the first time and who have not matriculated in any college will need a transcript of high school credits as a part of their regular application form.

Those entering for the first time by transfer from some other college or university in which they have matriculated will need to present an official transcript including a statement of good standing from the college last attended if they plan to work toward graduation from Illinois State Normal University. If not, a statement of classification and good standing from the college or university last attended will be sufficient.

To avoid delay and confusion, students should file all such credentials in advance of registration day. Persons failing to clear completely and satisfactorily their relationships with other institutions will not be permitted to continue in residence after July 19.

Aside from a few persons not intending to teach and admitted as special students, only those intending to prepare for the teaching profession should apply for admission to the University. Application forms for admission and detailed information may be obtained by writing to the registrar.

Registration

Registration for the eight weeks will be confined to one day, Saturday, June 29, with all classwork beginning on Monday, July 1, and continuing through Friday, August 23. Registration for the intersession will be held on Saturday forenoon, June 8, with all classwork beginning on Monday, June 10, and continuing through Friday, June 28.

It is highly essential that all students should register on the assigned registration days. On these days class enrollments are completed and registration in certain courses may be closed because of the size of the class. Lesson assignments will be found posted in classrooms, textbooks may be obtained, and all other matters may be cared for preliminary to the opening of actual classwork. All students should report to Capen Auditorium in the Industrial Arts Building on Saturday, June 8, for the intersession, and on Saturday, June 29, for the regular session, to obtain directions for registration. The hours of registration are 8:00 a.m. to 12:00 noon on June 8 and 8:00 a.m. to 4:30 p.m. on June 29.

Expenses

The cost of attending the summer session at Illinois State Normal University is very moderate compared with that of many colleges. School fees and living expenses will be found exceedingly reasonable.

FEES

Registration fees for those signing the pledge to teach:

For the eight weeks session	
Four or more semester hours	\$16.25
Three or less semester hours	9.00
For the three weeks session	9.00
For the one week clinics, per clinic (unless full fee already paid)	3.00

Registration fees for tuition students not signing the pledge to teach:

For the eight weeks session	
Four or more semester hours	32.50
Three or less semester hours	18.00
For the three weeks session	18.00
Matriculation fee, graduate students only (payable at time of admission to Graduate School)	5.00

Holders of scholarships provided by law may use them according to statute.

A charge of \$2.50 will be made for registration after the announced registration days.

The registration fees for undergraduate students' cover all textbooks loaned to students, health service, and the school paper, as well as entertainment and recreational items mentioned later under "Recreation, Entertainments, and Lectures." All fees such as library, typing, laboratory, and special courses at one time listed as separate charges are now included in one fee. All of the state teachers colleges of Illinois use the same basic fee. For graduate students, fees cover the same items with the exception of textbooks.

IMPORTANT. Fees are due and payable on each registration day. No one will be permitted to attend classes until all financial obligations to the University have been cared for. Textbooks are not provided until all fees have been paid.

No refunds of fees for the intersession will be made after four p.m. on Friday, June 14, or after four p.m. on Monday, July 8, for the regular session.

ROOM AND BOARD

Fell Hall, the women's dormitory, attractively decorated and comfortably furnished, affords rooming and boarding accommodations for approximately a hundred women students attending the University.

Women desiring to live in Fell Hall should address inquiries to Miss Helen Flynn, Director of Fell Hall. Boarding and rooming accommodations in a double room cost each student \$12.00; in a single room, \$12.50 a week.

Smith Hall, the men's dormitory located at 501 South University Street, across from McCormick Athletic Field, offers rooming accommodations for forty-two men students of the University.

Men desiring to live in Smith Hall should address inquiries to R. H. Linkins, Dean of Men. Boarding and rooming accommodations cost each student \$12.00 a week.

Aside from these halls, modern rooms in homes in Normal are available at weekly rates generally varying from \$2.75 to \$5.00 a person. The price of board ranges from \$7.00 to \$9.00 a week. Assistance in locating desirable rooming and boarding facilities may be had for women students by writing to Miss Anna L. Keaton, Dean of Women, and for men by writing to R. H. Linkins, Dean of Men.

Employment

Limited opportunities for student employment are available in the summer. Persons interested in possibilities for work should write to the Dean of Women or the Dean of Men.

Student Health

Increased attention is being given by Illinois State Normal University to the health of its students. The registration fee provides hospitalization during the summer session under the following regulations:

1. This service is available only to students who have met all financial obligations in connection with university fees.
2. All hospitalization must be approved by the university physician and is for a total of not more than four days during the regular summer session and two days during the intersession.
3. Included in these provisions are care at a local hospital in a two-bed room with another university student, together with physical diagnosis by a local physician to be selected by the student, and a few other types of services.

Free consultation is available to all students. Detailed regulations are printed in the general catalog. The University Health Service is located in Cook Hall.

Services for War Veterans

Illinois State Normal University welcomes the opportunity to serve those returning from military service and seeks to meet the individual needs of each veteran as far as its facilities permit.

Members of the faculty are prepared to help veterans secure scholarships and rehabilitation aid from the state, as well as the benefits which the federal government provides in Public Law No. 16 (Rehabilitation) and Public Law No. 346 (G.I. Bill of Rights). Counseling service is also furnished to help students decide upon the type of training for which they are best fitted.

The University is primarily a teacher-education school and offers returning veterans the courses necessary to prepare for teaching in the elementary grades as well as the regular and special subjects in the secondary field. This includes the teaching of exceptional children.

A regional office of the Veterans Administration is located on the university campus through which testing and counseling service is available to veterans. Application for such service should be made direct to the Veterans Administration, Hines, Illinois.

The student deans assist in finding desirable living quarters and in securing part time employment. The loan funds of the University are available for returning veterans.

Before registration veterans should correspond with, or see, Mr. Floyd T. Goodier, Director of Services for Veterans, regarding qualifications to meet the various provisions established by the state and federal governments. A special bulletin explaining these services is available upon request from Mr. Goodier.

Some Attractive Features of the Summer School

The offerings of seventeen departments include numerous courses that are certain to attract the attention of prospective summer session students. Even a sampling of these offerings would represent such a large list of courses that it seems advisable to mention only certain areas of interest covered by the 243 undergraduate and graduate presentations.

In addition to courses which are prerequisite to more advanced courses and those required for graduation, there are many that will appeal to the experienced teacher who needs help in specific areas for immediate use. Other courses will appeal as valuable in enlarging teaching qualifications, some of which as electives will be of informational interest, particularly in the present war emergency.

Education and psychology courses that provide new methods, modern insights into child growth and development, relational considerations for school and community, guidance and special education for exceptional children as well as mental hygiene and testing will appeal to many persons. Numerous teachers will be pleased to see the varied offerings in different phases of children's literature, and others will be attracted to courses designed to strengthen their general background in English. The possibility of completing a freshman year of work in French or Spanish will appeal to some students.

New interests in geography and the social studies and demands for more information in these fields are met by applicable courses concerned with areas as close as Illinois and as far distant as the remote parts of the world. The geography field course will again be offered in 1946. Work in sociology, economics, and political science finds expression in interesting and appealing course presentations. Science, so much in the forefront of thought today, finds outlets in various health education offerings, home nursing, safety education, and physical as well as biological science courses of a foundational nature. In mathematics, more in demand than ever, are found several valuable courses.

The great interest in aeronautics has not been overlooked, especially where materials and methods for teaching such work are desired. Increased need for teachers to become acquainted with work in speech re-education is met by desirable courses in this type of work.

Prospective teacher librarians will be pleased to find valuable offerings for that relatively new kind of training in a field where there is an increasing demand for qualified persons.

The special fields of home economics, art, music, industrial arts, health and physical education, business education, and agriculture have not been neglected in offerings for either the experienced or prospective teacher. Students interested in music organizations are invited to participate in the band, orchestra and choruses.

Whatever the need in any or all fields of teaching, Illinois State Normal University believes the answer is to be found in the 1946 summer session offerings. Attention is invited to the specific course descriptions to be found in the latter part of this bulletin.

GEOGRAPHY FIELD COURSE

The Seventeenth Annual Geography Field Course is offered to students interested in a summer of study and travel. The 1946 course will be through western North America, and includes a day in Mexico, five days in Canada, and forty-three days in western United States. The total distance covered will be about 8,500 miles. This course is recognized as one of the outstanding field courses in the United States.

The course this year will cover an area extending southwest as far as El Paso, Texas, and Juarez, Mexico, along the Pacific Ocean from Los Angeles, California, to Seattle, Washington, northwest to Lake Louise and Banff, Canada, and back to Normal along the northern boundary of the United States.

This is a camping trip on which the students travel in a deluxe bus. All of the kitchen and camping equipment is carried in a specially constructed modern cook kitchen mounted on a truck, and in charge of a professional cook. Since the student's energies are devoted to study, camp duties are cared for by "camp boys."

Registration for the 1946 field course is Saturday, June 8. The field trip starts Thursday, June 13, and ends on Wednesday, July 31. Work on the campus is completed by Saturday noon, August 3. The course carries nine semester hours of credit which is the same as may be earned in the eight week session on the campus. All credits may be used in geography, or they may be divided, using six in geography and three in history. One does not have to be a geography or history teacher to be eligible for this course. The course is limited to thirty-two teachers or prospective teachers in any field, and is offered without profit to the University.

A Few Field Geography Highlights

1. The World's Largest Cave
2. The World's Largest Trees
3. The World's Largest Canyon
4. The World's Highest Dam
5. The World's Highest Water Fall
6. The World's Greatest Ocean
7. The World's Greatest Iron Mines

8. The World's Greatest Irrigation Project
9. The World's Most Famous Movie Colony
10. The World's Longest Suspension Bridge
11. Travel in Three Nations
12. Our Nation's Driest Desert
13. Our Nation's Most Magnificent Mountains
14. Canada's Greatest Scenic Attractions—Lake Louise and Banff
15. Five National Parks and Three National Monuments, Each with Its Unique Natural Attractions

An attractive folder giving all details will be sent upon receiving a request addressed to Dr. Leslie A. Holmes, Department of Geography, who will be director of this field course.

GRADUATE OFFERINGS

The great interest displayed from many quarters in the offering of graduate work by Illinois State Normal University culminated in the authorization of such work by the Teachers College Board beginning with the summer session of 1944. At the present time seven departments of the University which have been approved by the Teachers College Board are offering work in the summer session and the regular school year. These departments are Biological Science, Education and Psychology, English, Foreign Language, Geography, Mathematics and Social Science.

Graduate courses in this bulletin are listed in the departmental offerings and may be identified by course numbers of 300 and above. Additional information, including the qualifications of Illinois State Normal University to offer graduate work based upon very high standards, may be obtained by requesting a special bulletin of the Graduate School.

All graduate students are required to take the Graduate Record Examination before they can be admitted to candidacy for the degree. This examination is administered three times yearly. Graduate students will be notified when the examination is to be given.

SPECIAL EDUCATION

Illinois State Normal University has been designated by the Teachers College Board as the state teacher-education institution to prepare teachers for exceptional children. Accordingly, the Division of Special Education was established to serve a double purpose: first, to prepare teachers for the increasing number of special classes throughout the state; and second, to function as a service to other divisions of the University, offering elective courses in special education needed by elementary and secondary classroom teachers, supervisors and administrators. Curricula leading to the degree of Bachelor of Science in Education are offered to prepare teachers of the mentally retarded, those who are partially sighted, the deaf and hard of hearing, those physically handicapped other than in vision and hearing, the socially maladjusted, and those with speech defects.

A fifth year of work in the areas for the mentally retarded, the physically handicapped, and the socially maladjusted, to be planned in consultation with

the student's advisory committee, will lead to the degree of Master of Science in Education.

These curricula are particularly worthy of consideration by students who are graduates of one of the two year curricula formerly offered and who now have experience in teaching. Such teachers, who complete their work with a major in special education, are in great demand.

Observation, demonstration, and student teaching for those qualified will be provided during the summer session as follows:

1. Three special classrooms: one for slow-learning children, one for deaf and hard of hearing children, and one for partially sighted children.
2. A Reading Laboratory for children with severe reading disabilities.
3. The Speech and Psychological Clinics.

The Conference on Special Education, July 15-19, will devote two days to the problems of organizing a program for slow learners, and one day each to the areas of the socially maladjusted, the physically handicapped, and those defective in speech and hearing. Eminent authorities in each of these areas will be brought to the campus during that week for lectures, discussion, and individual conferences. A special announcement of the program and speakers will be made later.

Anyone desiring additional information should write to the Director of the Division of Special Education.

CLINICS

Five one-week clinics will be available for students interested in Conservation, Rural Education, Parent-Teacher Associations, Basic Reading, and Advanced Reading. Each clinic will carry one semester hour of credit for the one week of intensive work. Students may register in not more than one or two clinics in addition to six semester hours in the regular summer session. In addition to the information which follows, course descriptions will be found in the course offerings of Education and Geography.

Conservation Clinic

One week of intensive work on conservation, dealing with concrete materials the teacher may use in teaching during the current school year, will be held beginning with registration on Saturday, June 8, through Friday, June 14. The Clinic is held in connection with the office of the County Superintendent of Schools of McLean County. Emphasis will be placed upon an overview of conservation with particular reference to McLean County. Specific study will include extensive field work, conservation of soil, wild life, farmers' woodlands, and water supply and use. Integration of conservation topics with the regular subject matter courses will be considered. Authorities on each of the several phases of conservation will assist in lectures and field work. The Clinic carries one semester hour of credit. Additional one-week clinics in conservation will be offered in extension centers during the other two weeks of the intersession. They will be located at Lincoln and Decatur.

Reading Clinics

In an attempt to meet the needs of teachers in the field who desire information and practical experience concerning the teaching of reading, two special Reading Clinics will be held during the summer session of 1946. The first, a basic course, will be held during the week of Monday, July 15, through Friday, July 19. Coincidentally during the 1946 summer session the Annual Educational Conference and Exhibit will be held during the week of the basic course in reading. Materials exhibited by publishers and manufacturers of school supplies will be of special interest to those participating in the Reading Clinics. The second, the Advanced Clinic, will be held during the week of Monday, July 22, through Friday, July 26, and will stress remedial procedures in reading. Demonstrations of new and special equipment in connection with the remedial aspects of reading will be part of the presentation.

The special guest instructor, Miss Elizabeth McCain, Director of Child Guidance and of the Special Reading Program, Public Schools, Memphis, Tennessee, will be assisted by specialists in the teaching of reading and critic teachers on the staff of Illinois State Normal University. Prerequisite for the Advanced Clinic is the satisfactory completion of work offered in the Basic Clinic or an approved course in reading method.

Parent-Teacher Association Clinic

Illinois State Normal University is fortunate in having the cooperation of the National Congress of Parents and Teachers and also the Illinois Congress of Parents and Teachers in offering again a clinic in parent-teacher work. During the week of Monday, July 29, through Friday, August 2, an opportunity will be provided for students of the 1946 summer session and parent-teacher workers throughout this area to receive complete and practical information concerning this important phase of educational work, now a definite part of nearly every school system. The faculty member in charge of the course will be Dr. Arthur H. Larsen, Assistant Dean of the University, who will be assisted ably by representatives from the National Congress and the Illinois Congress and by members of the faculty of the Illinois State Normal University. The course, which is a relatively new undertaking in granting credit for parent-teacher training in the State of Illinois, will deal in a very practical manner with all phases of the parent-teacher work now generally recognized as valuable for prospective and in-service teachers.

Rural Education Clinic

In order to meet the needs of rural teachers who desire a short intensive course in the community backgrounds and teaching problems of the rural school, a special Rural Education Clinic will be held beginning Monday, August 5, through Friday, August 9. Local staff members will be assisted by authorities in the problems of rural education and rural life.

ATHLETIC COACHING SCHOOL

The University is offering one week of intensive practice and discussion in the coaching of basketball and football for high school coaches. The school will run continuously throughout the day from Monday, June 24, through Friday, June 28. It is offered as a service of the University. There are no fees, and there is no credit involved.

EDUCATIONAL CONFERENCE

For the twelfth consecutive year Illinois State Normal University will provide an Educational Conference as an integral part of the summer session. The dates of the 1946 conference are July 16, 17 and 18. The topics to be discussed include:

1. The Education of Exceptional Children.
2. The Development of Audio-Visual Education.
3. The Reorganization of School Districts in Illinois.

Each topic is prominent in the thinking of the school people of the state. The program will include a morning address in Capen Auditorium and a general round-table discussion in the afternoon.

It is hoped that many teachers, school administrators, and school board members will be guests at the conference. Special folders giving details of the conference will be available in June and may be secured by writing to Floyd T. Goodier, Director of the Conference.

EDUCATIONAL EXHIBIT

The second largest Educational Exhibit in the United States will again be a feature of the summer session on July 16, 17 and 18. The purpose of this exhibit is to afford an opportunity for students, administrators, and the public to come in contact with new publications, supplies, and equipment in the teaching field.

In order that school board members and administrators may see the vast array of educational materials now available, the exhibit will be closed Wednesday afternoon, July 17, and open during the evening from 7:00 until 9:30. Teachers, administrators, board members, and parents, regardless of any other contacts with the summer session, are invited to see the exhibit. The exhibit parallels the Educational Conference and will have a close relationship to the theme of the conference mentioned above.

RECREATION, ENTERTAINMENTS, AND LECTURES

Much consideration has been given to provision for an interesting and extensive program of activities for summer session students. The large and beautiful campus with its outdoor stage, recreational facilities, and athletic field invites students to participate in numerous activities. Athletic contests are a prominent part of the summer program.

Lake Bloomington to the north of Normal, Miller Park in Bloomington, and Fell Park in Normal, provide opportunities for swimming, boating, and picnics.

The Student Lounge in McCormick Gymnasium is one of the inviting spots on the campus, and is much used as a student meeting place for conferences and social hours.

The Women's Lounge in North Hall has cots for resting.

The Young Women's Christian Association has reclaimed the original "White Room," which housed the first college Y.W.C.A. This room is for quiet visiting, meditation, and restful reading.

An annual University Women's Dinner and a Men's Picnic will be held.

The committee on Entertainments, Lectures, and Concerts, comprised of faculty and students, is again planning a series of entertaining and profitable concerts and lectures throughout the summer session.

A series of Faculty Lectures is again being planned. These lectures occur in Capen Auditorium on Tuesday evenings between the hours of 7:00 p.m. and 8:00 p.m.

In addition to these lectures and concerts, a series of motion pictures will be shown in Capen Auditorium on a weekly schedule throughout the summer session.

The ISNU Summer Show is scheduled for Wednesday, August 7, at 7:30 p.m.

A schedule of the 1946 Summer Session events will be announced later.

Student Teaching

Student teaching during the regular summer session of 1946 will be carried on under practically the same plan as that used in past years. The Metcalf Elementary School, the University High School, and the Illinois Soldiers' and Sailors' Children's School will be in session. There will be opportunities for students who need six semester hours of such work to do student teaching in the afternoon as well as in the forenoon.

Students may be assigned for student teaching during the intersession, June 8 to June 28, 1946, if they need two semester hours in addition to the six semester hours which can be earned in the regular summer session.

To meet a growing interest in religious education, Illinois State Normal University offers a unique opportunity in the operation of a Daily Vacation Church School in one of the buildings of the Normal Public Schools located directly across School Street east of the campus. Opportunity is afforded a number of student teachers to obtain experience in this interesting area of teaching.

No students enrolled during a regular school year who have failed to meet scholastic requirements for student teaching will be allowed to do student teaching in any summer session. This statement means that all students who go on probation at the end of the first semester or lack a C average must return for an additional semester of work in order to complete their student teaching requirements. These above regulations apply to all students in the elementary and secondary curricula. (Because of the extreme shortage of teachers, adjustments of these rulings may be made in individual cases.)

Students in the secondary curriculum asking for student teaching in the elementary schools must meet the academic and professional requirements for the elementary curriculum. They will receive the same credit allowance that is given to elementary students, that is, three semester hours of credit for two clock hours of student teaching during the regular year or three semester hours for a half day in the regular summer session.

Since the opportunities for student teaching in the summer term are limited, the applications are given consideration in the following order:

1. Students who have met all the prerequisites and have followed their course in regular progression and who expect to qualify for their degree in that same summer.
2. Students who have fulfilled all the requirements and who need part of their student teaching in order to complete the work in the following summer session.
3. Students who wish to qualify for a teaching certificate.

IMPORTANT. The demand for student teaching is so great that persons desiring such work should correspond with the Director of the Training Schools before May 1, 1946. Student teaching is not available for transfer students until after a designated period of residence work in this University. (See prerequisites for Student Teaching 210 and 215 on page 43).

Bureau of Appointments

The University maintains a Bureau of Appointments to give placement service to schools of a very wide geographical distribution. This service, free to students and alumni of the University, has become increasingly valuable to both school officials and teacher candidates. Excellent organization of this activity and business-like procedures have resulted in a remarkable growth in teacher placement. Alumni and former students are especially invited to correspond with the Bureau of Appointments since there are many calls for persons with teaching experience and higher degrees that cannot be met from the regular campus list of available candidates.

There will be a distinct shortage of teachers for the school year of 1946-47. Many former students and graduates who are not teaching at the present time may be asked to take teaching positions. Such persons should check with their county superintendents to determine whether or not they are qualified for teaching certificates. If such persons are not registered with the Bureau of Appointments, they are invited to do so without charge.

General Requirements

Every summer session student who is working toward graduation from Illinois State Normal University should secure a general catalog if he does not have one. Curricular requirements will be of special interest. The section entitled "Regulations Every Student Should Know" should be read by all such students. A part of this section is given below, since it applies to all summer session students.

SCHOLARSHIP REQUIREMENTS AND MARKING SYSTEM MARKS

The marks with their value in honor points are as follows:

A	(Passing)	3 honor points per semester hour
B	(Passing)	2 honor points per semester hour
C	(Passing)	1 honor point per semester hour
D	(Passing)	0 honor points per semester hour
F	(Failing)	0 honor points per semester hour
I	(Incomplete)	0 honor points per semester hour
WX,WP,WF	(Withdrawal)	0 honor points per semester hour

A, B, C, and D will be recorded for work which has been given passing credit. F will be given to:

1. Students who withdraw from a course at any time without official permission.
2. Students who are in a course all semester but who fail to make a passing mark.

Official permission to withdraw from a course or from the school is given only by the Dean of the University. Employed students who wish to make changes in their programs and all students who wish to withdraw from school should first confer with the Dean of Women or the Dean of Men. In case of accident or illness, which would make withdrawal in the regular way impossible, a letter sent to the Dean of the University explaining the situation will be sufficient.

REPETITION OF COURSES

If a student fails to carry a course, he should repeat that course at the earliest opportunity. Courses in which students have failed must be repeated at Illinois State Normal University unless exceptions are approved by the Dean of the University.

Courses may not be repeated more than once unless permission is secured from the Dean of the University. This regulation applies to failures as well as to the repetition of courses for the purpose of raising marks to meet scholarship requirements.

INCOMPLETES

An incomplete will be given to students who are doing passing work but who, because of illness or other justifiable reasons, find it impossible to complete the work by the end of the semester. Incompletes are not given unless

the student has been in class to within three weeks of the close of the semester or one week of the close of the summer session and the quality of his work is such that he can complete it through special assignments and examinations. Incompletes should be cleared during the next semester or summer a student is in school and cannot be cleared after one year has elapsed. Incompletes are recorded permanently but the I is circled and the permanent grade, semester hours, and honor points are added when the incomplete is cleared.

WITHDRAWALS

WX, WP, or WF will be given to students who have been given official permission to withdraw from a course. WX is given if withdrawal takes place before the quality of the work can be determined; WP, if passing; and WF, if failing.

HONOR POINTS

Students must have as many honor points as semester hours taken on work done at Illinois State Normal University before student teaching can be assigned to them or before they can be graduated. Incompletes and withdrawals are not counted.

Failures which have not been cleared are considered in the total number of semester hours taken in figuring the honor point requirements. The following case illustrates the counting of honor points:

Course	Mark	Sem. Hours Enrolled in	Sem. Hrs. Earned	Sem. Hrs. Counted in if not Requirement	Honor Points Earned
English Composition 111.....	D	3	3	3	0
Contemporary Civilization 111..	A	3	3	3	9
Natural Science Survey 109.....	F	3	0	(3)	0
Recreational Activities 101.....	I	1	0	0	0
		<hr/> 10	<hr/> 6	<hr/> 9	<hr/> 9

On the cumulative basis, the last column must total as much as, or more than, the second last column for student teaching assignments and for graduation.

PROBATION AND DROP SYSTEM

To remain in good standing scholastically, students must meet certain requirements on the cumulative record as well as on the record of each semester or summer session.

On the cumulative record, students with one through 32 semester hours may have nine fewer honor points than semester hours for which they have been enrolled; with 33 through 48 semester hours, six fewer honor points than semester hours; and with 49 through 64 hours, three fewer honor points than semester hours. Students who have 65 or more semester hours must have as many honor points as semester hours for which they have been enrolled, or a

C average. Incompletes and withdrawals are not counted.

In addition to meeting the cumulative requirements, students must also earn a minimum of eight semester hours and eight honor points in each semester. For the eight weeks summer session, the individual requirement is a minimum of three semester hours and six honor points. For the intersession the term requirement is as many honor points as semester hours taken.

Students who fail to meet the requirements as outlined are placed upon probation for the succeeding semester or summer session. Students who are placed upon probation a second time are not permitted to continue their studies until one year has elapsed unless they are reinstated by the Dean of the University. Repeated failures to do satisfactory work may result in permanent exclusion by the Dean of the University.

Courses of Instruction

DEFINITION OF CREDIT. For credit purposes, each course is assigned semester hours value, each semester hour representing the equivalent of one period of prepared class work per week or two periods of unprepared class work per week for one semester. The amount of credit is given in parentheses following each course title.

COURSES OF DIFFERENT LEVELS. The various courses are of three different grades as far as progressive advancement is concerned.

Freshman and Sophomore Courses.—These are the comprehensive introductory courses in the various subjects offered in the freshman or sophomore years. They are numbered 100-199 and are referred to as junior college courses. Only a limited number of freshman and sophomore courses may be counted for graduation when taken by juniors and seniors.

Courses Open to Juniors and Seniors Only.—These are advanced intensive courses and are not open to freshman and sophomores. They are numbered 200-299 and are referred to as senior college courses. Forty-three semester hours of all work of the junior and senior years must be in these courses.

Courses Open to Graduate Students Only.—These courses are numbered 300-499 and are the only courses which may be applied toward a master's degree.

Any course may be cancelled in which the enrollment is not sufficient to warrant the offering of such work.

The place of recitation is indicated on the daily program to be found on pages 31-37.

Rooms on the ground floors or in basements have numbers under 100; first floor rooms in the 100's; second floor rooms in the 200's; third floor rooms in the 300's. This numbering applies to all buildings. The designation of buildings is as follows: M—Main Building; T—Thomas Metcalf Building; I—Industrial Arts Building; C—Cook Hall; G—McCormick Gymnasium; L—Milner Library; S—Felmley Hall of Science; H—Mechanic Arts or Heating Plant; N—North Hall. On the above basis, a room marked on the daily program as "I202" is on the second floor of the Industrial Arts Building.

INTERSESSION COURSES

Interession classes will meet three class periods daily as agreed upon by the instructor and students except that one of the meetings must be held in the afternoon.

For those courses which are also offered in the regular session, descriptions are not repeated, but the pages where the descriptions may be found are indicated.

Agriculture

S213. Farm Management—(3)

Mr. Green

Factors of production, such as equipment, labor distribution, cropping systems, and soils; organization and operation; types of farming.

Art

S101. Art Activities For Elementary Schools—(3)

Miss Miller

Basic skills and media for carrying on art activities in elementary schools including manuscript writing, lettering, bulletin board arrangements, use of wax crayon and fingerpaint. Problems in color and design.

S207. Art For Handicapped Children—(3)

Mr. Hoover

For teachers in special education. Practical use of design, materials and techniques in the production of various crafts, plus methods of teaching to meet the individual art needs of children in special classes.

Biological Science

S105. Hygiene—(3)

Mr. Bleyl

See page 39.

S423. Biological Resources—(2)

Mr. Miller

The biological resources of the community and state and the possibilities of their further economic development through employment in teaching, civic improvement and in the economic life of the local community. Individual problems are considered in the area of plant pathology.

Business Education

S112. Typewriting—(3)

Mr. Koepke

Designed to give a knowledge of the typewriter and to develop skill in typewriting smoothly, accurately, and continuously for ten minutes from straight copy.

S131. Accounting—(3)

Mr. Admire

Leads to a study of business records in single proprietorship and in partnership. Covers operating statements and balance sheets with particular attention to the forms and the sources of the facts in the statements. Includes practice with controlling accounts, columnar journals, adjusting and closing books, and the work sheet.

S241. Business Law—(3)

Mr. Glasener

Includes consideration of courts, agency, negotiable instruments, sales of goods, contractual relationships, and insurance.

Education and Psychology

EDUCATION

- S193. Education Workshop—(3) Miss Burris, Mr. Goodier and others
See page 61.
- S210. Student Teaching and Special Methods, Secondary—(2)
Student Teaching, Elementary—(2)
See page 43.
- S211. American Public Education—(3) Mr. Lancaster
See page 43.
- S215. Student Teaching, Special Education—(2)
See page 43.
- S220. Secondary Education—(3) Mr. Decker
See page 44.
- S265. Occupational Information and Guidance—(3) Mr. Houston
Techniques of gathering and evaluating occupational information. Means of using occupational information in the teaching of handicapped children to develop an interest in appropriate occupations.
- S293. Education Workshop—(3) Miss Burris, Mr. Goodier, and others
See page 61.
- S401. Introduction to Research—(3) Mr. Larsen
See page 45.
- S412. Seminar in Curriculum Construction—(3) Mrs. Henderson
See page 45.

PSYCHOLOGY

- S111. General Psychology—(3) Mr. Marzolf
See page 46.
- S115. Educational Psychology—(3) Mr. Tiedeman
See page 46.
- S301. Advanced Educational Psychology—(3) Mr. Dillinger
See page 46.

English

- S110. English Composition—(3) Mr. Hiatt
See page 47.
- S202. Modern Literature for Children—(3) Miss Hinman
Literature for children, with special emphasis on prose. Some attention to illustration of children's books of the nineteenth and twentieth centuries. Prerequisite: One course in children's literature.
- S213. English Literature 1780-1830—(3) Mr. Fielding
Major writers of the Romantic Movement in England, especially Wordsworth, Coleridge, Byron, Shelley, and Keats. Attention to the literary and philosophic influences of the period.
- S215. English Literature Since 1900—(3) Miss Vinson
Major English writers of the twentieth century with attention to contemporary trends in thought and expression.
- S416. Milton and His Contemporaries—(2) Miss Teager
The chief prose and poetry of Milton. Parallel reading from contemporary writers.

Geography

(INCLUDING GEOLOGY)

S121. Conservation Clinic—(1)

Mr. Lathrop

A week of intensive work on conservation designed primarily for the teachers of McLean County. Extensive field work with assistance from experts in the various fields of conservation. Worked out in conjunction with the County Superintendent of Schools.

S209. Geography of the Pacific Islands—(3)

Miss Gueffroy

Their physical patterns, their natural resources, and current problems. An interpretation of economic activities in relation to the natural environment of the islands and the cultural background of the people. The strategic importance of these islands. Prerequisite: Geography 101 or 110, or Natural Science Survey 109 and 110.

Health and Physical Education

COURSES FOR MEN AND WOMEN

S229. Recreational Activities for Elementary Schools—(3)

Miss Stanley

See page 51.

S240. Problems in Physical Education—(3)

Mr. Struck

Emphasis upon the problems of administering the health and physical education program; interpretations of the new law; practical problems in programming.

Home Economics

S113. Meal Planning—(3)

Miss Buell

The marketing situation, with emphasis on the responsibility of the homemaker as a consumer. Preparation of foods suitable for dinners. Prerequisite: Home Economics 111.

Industrial Arts

S111. Engineering Drawing—(3)

Mr. Stombaugh

See page 52.

S113. Descriptive Developmental Drafting—(3)

Mr. Stombaugh

A drafting course treating the fundamentals of descriptive geometry and the specialized drafting methods used in sheetmetal layout. Prerequisite: Industrial Arts 111.

S114. Machine Drawing—(3)

Mr. Stombaugh

See page 52.

S131. General Metalwork—(3)

Mr. Reed

See page 52.

S132. General Metalwork—(3)

Mr. Reed

Basic information, processes, and safety in sheetmetal, ornamental steel, arc and oxy-acetylene welding. Prerequisite: Industrial Arts 111, or one unit of high school mechanical drawing.

S231. Machine Shop Practice—(3)

Mr. Reed

See page 52.

Library

S212. The Library as an Information Center—(3)

Miss Speer

See page 53.

Interession Schedule of Classes - 1946

Department and Course Title	Course No.	Instructor	Room
Agriculture			
Farm Management	S213	Mr. Green	S-103
Art			
Art Activities for Elementary School	S101	Miss Miller	I-107
Art for Handicapped Children	S207	Mr. Hoover	I-105
Biological Science			
Hygiene	S105	Mr. Bleyl	S-203
Biological Resources	S423	Mr. Miller	S-108
Business Education			
Typewriting	S112	Mr. Koepke	C-204
Accounting	S131	Mr. Admire	C-301
Business Law	S241	Mr. Glasener	C-304
Education and Psychology			
Education Workshop	S193	Mr. Goodier, Miss Burris,	N-106
American Public Education	S211	Mr. Lancaster	N-211
Secondary Education	S220	Mr. Decker	N-213
Occupational Information & Guidance	S265	Mr. Houston	N-5
Education Workshop	S293	Mr. Goodier, Miss Burris,	N-106
Introduction to Research	S401	Mr. Larsen	T-105
Seminar in Curriculum Construction	S412	Mrs. Henderson	I-200
General Psychology	S111	Mr. Marzolf	I-207
Educational Psychology	S115	Mr. Tiedeman	I-203
Advanced Educational Psychology	S301	Mr. Dillinger	T-3
Student Teaching	S210 & S215		
English			
English Composition	S110	Mr. Hiatt	N-208
Modern Literature for Children	S202	Miss Hinman	N-204
English Literature (1780-1830)	S213	Mr. Fielding	N-201
English Literature since 1900	S215	Miss Vinson	N-206
Milton and His Contemporaries	S412	Miss Teager	N-210
Geography			
Geography of the Pacific Islands	S209	Miss Gueffroy	N-101
Conservation Clinic (1 week—June 8-14)		Mr. Lathrop	N-107
Health and Physical Education			
Recreational Act. for Ele. Schools	S229	Miss Stanley	T-8
Problems in Physical Education	S240	Mr. Struck	G-102
Home Economics			
Meal Planning	S113	Miss Buell	I-103
Library			
Library as Information Center	S212	Miss Speer	L
Industrial Arts			
Engineering Drawing	S111	Mr. Stombaugh	I-201
Descriptive Developmental Drafting	S113	Mr. Stombaugh	I-201
Machine Drawing	S114	Mr. Stombaugh	I-201
General Metal	S131	Mr. Reed	H
General Metal	S132	Mr. Reed	H
Machine Shop Practice	S231	Mr. Reed	H
Mathematics			
Advanced Algebra	S105	Mr. McCormick	S-204
Solid Geometry	S106	Mr. Bey	N-106
Plane Trigonometry	S111	Mr. Rine	C-202
Analytical Geometry	S112	Mr. Ullsvik	C-302
Music			
Music Education	S124	Miss Tipton	T-109
Literature of Music	S151	Miss Westhoff	Aud.
Current Trends in Instrumental Music	S256	Mr. Glenn	C-1
Physical Science			
Modern Physics	S264	Mr. Cross	S-101
Social Science			
History of Civilization and Culture	S113	Mrs. Brunk	N-102
History of the United States (1816-1900)	S116	Mr. Harper	S-110
Social Science Workshop	S193	Mr. Goodier, Miss Burris,	N-106
The Family	S262	Mr. Kinneman	S-102
Social Science Workshop	S293	Mr. Goodier, Miss Burris,	N-106
Money and Banking	S313	Mr. Glasener	S-105
Speech			
Fundamentals of Speech	S110	Mr. Barber	T-12
Speech Re-education	S212	Mr. Sorrenson	T-10

SCHEDULE FOR REGULAR SUMMER SESSION

First Hour 7:30-8:30	Second Hour 8:40-9:40	Third Hour 9:50-10:50
Agriculture	Agriculture	Agriculture
	S205 Genetics Hudelson S-103	S229 Livestock Judging Hudelson JPI
Art	Art	Art
S102 *Art Act.for El Sch. Parker I-105	S102 *Art Act.for El. Sch. Parker I-105	S202 Teach.Art in El Sch. Parker I-105
Biological Science	Biological Science	Biological Science
	S105 Hygiene McAvoy S-203	S121 *Comp. Zoology Royce S-201
S111 *Gen. Biol. Science Gray S-209	S109 Nat. Science Survey Miller S-108	S193 *H.Ed Workshop Dean, Cooper, Fleck, Shea, Horton, Mast Lib.
S145 *Functional Anatomy Royce S-201	S111 *Gen. Biol. Science Gray S-209	S220 Nat. Science (old) Young S-108
S219 Nat. Science (old) Young S-110	S145 *Functional Anatomy Royce S-201	S238 School Health McAvoy S-203
S211 *Intro. Bacteriology Lamkey S-216	S211 *Intro. Bacteriology Lamkey S-216	S293 *H.Ed. Workshop Dean, Cooper, Fleck, Mast, Horton, Shea Lib.
Business Education	Business Education	Business Education
S113 Typewriting Admire C-204	S212 Adv. Transcription Webb C-303	S132 Accounting Admire C-301
S257 Distributive Business Peters C-301		S254 Advertis.& Salesman. Peters C-304
Education and Psychology	Education and Psychology	Education and Psychology
S203 Int. to Phil. of Educ. Schroeder N-210	S223 Sec. Sch. Reading Burris C-302	S211 Amer. Public Educ. Cole C-203
S220 Secondary Education Cole C-203	S312 Indiv. of Instruction Cooper I-6	S108 Child. Gr.&Develop. Rice I-200
S235 Rural Education Hacker N-102	S431 School Administration Decker, De Young, Lichty, and others Seminars. 6, 7, 8	S401 Intro. to Research Lueck C-303
S236 Classroom Problems Rice I-200	S441 Lab. Sch. Adminis. Carrington S-307	S420 Improvement of Instr. Houston N-101 TWThF
S412 Seminar in Curr.Con. Dillinger I-203	S111 Gen. Psychology Tiedeman I-207	S432 School Administration Decker, DeYoung, Lichty and others Seminars 6, 7, 8
S227 Psy.of Except. Child. Parker I-207		S431 Ind. Mental Testing Parker TWThF I-207
	S432 *Psychological Clinic Marzolf Clinic TTh	S432 *Psychological Clinic Marzolf Clinic TTh

Continued on page 34

* Double Period Classes

Fourth Hour 11:00-12:00	Fifth Hour 1:00-2:00	Sixth Hour 2:10-3:10
Agriculture	Agriculture	Agriculture
	S101 Elem. Agriculture Hudelson S-103	
Art	Art	Art
	S201 *Crafts for El. School Ogle I-107	S201 *Crafts for El. School Ogle I-107
	S111 *Art Fundamentals Parker I-105	S111 *Art Fundamentals Parker I-105
Biological Science	Biological Science	Biological Science
S121 *Comp. Zoology Royce S-201	S110 Nat. Sci. Survey Miller S-108	S105 Hygiene Royce S-203
S193 *H. Educ. Workshop Dean, Cooper, Fleck, Mast, Horton, Shea Lib.	S219 Natural Science (old) McAvoy S-110	S220 Natural Science (old) Young S-110
S219 Natural Science(new) Miller S-110	S247 *Sight-Saving Prob. Gray S-202	S247 *Sight-saving Prob. Gray S-202
S 293 *H. Educ. Workshop Dean, Cooper, Fleck, Mast, Horton, Shea Lib.	S311 *Sch.&Com.Sanitation Lamkey S-216	S311 *Sch.&Com.Sanitation Lamkey S-216
S405 *The Sensory Organs Gray S-202		
Business Education	Business Education	Business Education
S252 Econ. of Business Koepeke C-301	S211 Adv. Office Practice Peters C-204	S123 Shortband Webb C-303
	S213 M&M in Typewriting Admire C-201	S242 Business Law Koepeke C-304
Education and Psychology	Education and Psychology	Education and Psychology
	S107 Reading Methods Burris C-302	S162 Surv. Special Educ. Goodier S-307
	S193 Education Workshop Larsen, Orr, Hinman, Sherrard N-5	S193 Education Workshop Larsen, Orr, Hinman, Sherrard N-5
	S204 Sch.&Comm. Relat. Cole C-203	S203 Int. to Phil. of Ed. Schroeder N-210
	S232 Early Childhood Ed. Rice I-200	S205 Adv. Reading Meth. Catey I-200
	S246 Meth. in Spec. Educ. Farlow N-101	S211 Amer. Public Educ. Lueck C-302
S434 School Finance Decker, De Young, Lichty, and others Seminars 6, 7, 8		S231 Pupil Act. in El. Sch. Ruesser C-301
S115 Educ. Psychology Lueck I-203	S293 Education Workshop Larsen, Orr, Hinman, Sherrard N-5	S240 Audio-Visual Educ. Ivens S-105
S301 Adv. Ed. Psychology Dillinger I-207	S111 Gen. Psychology Tiedeman I-207	S293 Education Workshop Larsen, Orr, Hinman, Sherrard N-5
S432 *Psychological Clinic Marzolf Clinic TTh	S311 Psych. Ment. Deviate Parker T-209	S464 The Junior College Lichty T-208
S499 Thesis (To be arranged)	S411 Counseling&Psychoth. Marzolf I-203	S229 Mental Testing Dillinger I-207
		S234 Mental Hygiene Tiedeman I-203

Continued on page 35

* Double Period Classes

SCHEDULE FOR REGULAR SUMMER SESSION

First Hour 7:30-8:30	Second Hour 8:40-9:40	Third Hour 9:50-10:50
<p>English</p> <p>S165 Journalism Vetter N-205</p> <p>S431 American Literature Fielding N-208 TWThF</p> <p>S451 Thesis (To be arranged)</p> <p>Foreign Language</p> <p>S113 First Year French Ellis N-101</p> <p>S113 First Year Spanish Whitten Seminars 1&2</p> <p>Geography</p> <p>S219 Cons. of Nat. Resources Lathrop N-107</p> <p>Health and Physical Educ.</p> <p>S101-2-3-4 Recr. Activity O'Connor TWThF</p> <p>S245 P.E. Handicap. Child. Horton G-103</p> <p>Home Economics</p> <p>S136 *Home Manag. Exper. Fleck HMH</p> <p>S234 *Art in the Home Ross I-209</p> <p>Industrial Arts</p> <p>S121 *General Woodwork Stombaugh I-1</p> <p>S141 *App. Electricity Reed I-10</p> <p>S223 *Woodworking Stombaugh I-1</p> <p>S241 *App. Electricity Reed I-10</p> <p>Library</p> <p>S216 Informational Books Hinman Met. Library</p> <p>S252 Cataloging Speer L</p>	<p>English</p> <p>S102 Folk Lit. for Children Hinman N-204</p> <p>S122 Surv. English Liter. Hiatt N-208</p> <p>S254 World Literature Okerland N-206</p> <p>Foreign Language</p> <p>Geography</p> <p>S214 Geog. Soviet Russia Crompton N-102</p> <p>S412 Prob. in Conservation Lathrop N-107</p> <p>Health and Physical Educ.</p> <p>S115 First Aid Cogdal G-103</p> <p>S230 H.S. Phys. Education Patterson G-102</p> <p>Home Economics</p> <p>S136 *Home Manag. Exper. Fleck HMH</p> <p>S234 *Art in the Home Ross I-209</p> <p>Industrial Arts</p> <p>S121 *General Woodwork Stombaugh I-1</p> <p>S141 *App. Electricity Reed I-10</p> <p>S223 *Woodworking Stombaugh I-1</p> <p>S241 *App. Electricity Reed I-10</p> <p>Library</p>	<p>English</p> <p>S132 Amer. Literature Fielding N-208</p> <p>S203 Verse for Children Hinman N-204</p> <p>S275 English Grammar Pricer N-211</p> <p>Foreign Language</p> <p>Geography</p> <p>S101 Elem. of Geography Means N-106</p> <p>Health and Physical Educ.</p> <p>S242 Anatomy Hancock G-103</p> <p>Home Economics</p> <p>S233 Housing Ross I-209</p> <p>Industrial Arts</p> <p>S151 *Graphic Arts Honn I-3</p> <p>S152 *Graphic Arts Honn I-3</p> <p>S251 *Printing Honn I-3</p> <p>S252 *Printing Honn I-3</p> <p>S131 *General Metalwork Reed H</p> <p>S231 *Mach. Shop Practice Reed H</p> <p>Library</p> <p>S212 Libr. as Inform. Center Speer L</p>
Continued on page 36		
* Double Period Classes		

Fourth Hour 11:00-12:00	Fifth Hour 1:00-2:00	Sixth Hour 2:10-3:10
<p>English</p> <p>S111 English Composition Pricer N-211</p> <p>S150 Ancient Literature Okerlund N-206</p> <p>S212 Eng. Liter. 1600-1780 Vetter N-204</p> <p>Foreign Language</p> <p>S113 First Year French Ellis N-101</p> <p>S113 First Year Spanish Whitten Seminars 1&2</p> <p>Geography</p> <p>S103 Geog. of People of W. Crompton N-102</p> <p>S424 Thesis (To be arranged)</p> <p>Health and Physical Educ.</p> <p>S221 Basketball Coaching Cogdal G-103</p> <p>Home Economics</p> <p>Industrial Arts</p> <p>S151 *Graphic Arts Honn I-3</p> <p>S152 *Graphic Art Honn I-3</p> <p>S251 *Printing Honn I-3</p> <p>S252 *Printing Honn I-3</p> <p>S131 *General Metalwork Reed H</p> <p>S231 *Mach. Shop Practice Reed H</p> <p>Library</p>	<p>English</p> <p>S193 *English Workshop Larsen, Orr, Hinman, Sherrard N-5</p> <p>S214 Eng. Lit (1830-1900) Fielding N-208</p> <p>S276 H. S. Literature Stroud T-10</p> <p>S293 *English Workshop Larsen, Orr, Hinman, Sherrard N-5</p> <p>S401 Devel. of Eng. Lang. Hiatt N-204</p> <p>Foreign Language</p> <p>S113 Econ. Geography Means N-106</p> <p>S114 Geog. of N. America Lathrop N-107</p> <p>Health and Physical Educ.</p> <p>S229 Recr. Act. in El. Sch. Patterson G-102</p> <p>S219 Football Coaching O'Connor G-103</p> <p>Home Economics</p> <p>S221 *Adv. Cloth. & Textiles Ross I-209</p> <p>S106 Nutrition Warren T-7</p> <p>Industrial Arts</p> <p>S111 *Engineering Drawing Reed I-201</p> <p>S114 *Mach. Drawing Reed I-201</p> <p>S127 *Craft Act. El. Teach. Stombaugh I-1</p> <p>Library</p> <p>S262 *Libr. Serv. in Sm. Sch. Speer L</p>	<p>English</p> <p>S110 English Composition Okerlund N-206</p> <p>S112 Intro. to Literature Pricer N-211</p> <p>S193 *English Workshop Larsen, Orr, Hinman, Sherrard N-5</p> <p>S253 Literature of Bible Hiatt N-204</p> <p>S293 *English Workshop Larsen, Orr, Hinman, Sherrard N-5</p> <p>Foreign Language</p> <p>S113 First Year French Ellis N-101</p> <p>S113 First Year Spanish Whitten Sem 1&2</p> <p>S227 Adv. Lat. Prose Comp. Geweke T-12</p> <p>Geography</p> <p>S212 Geog. of Illinois Crompton N-102</p> <p>Health and Physical Educ.</p> <p>S108 Recr. Activities Patterson MTWTh</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">3:20-4:20</p> <p>S101-2-3-4 Recr. Act. Cogdal MTWTh</p> </div> <p>Home Economics</p> <p>S221 *Adv. Cloth. & Textiles Ross I-209</p> <p>Industrial Arts</p> <p>S111 *Engineering Drawing Reed I-201</p> <p>S114 *Mach. Drawing Reed I-201</p> <p>S127 *Craft Act. El. Teach. Stombaugh I-8</p> <p>Library</p> <p>S262 *Libr. Serv. in Sm. Sch. Speer L</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">3:20-4:20</p> <p>S214 Reading Guid. for Adolescents Stubblefield L</p> </div>
<p>* Double Period Classes</p>		

Continued on page 37

SCHEDULE FOR REGULAR SUMMER SESSION

First Hour 7:30-8:30	Second Hour 8:40-9:40	Third Hour 9:50-10:50
Mathematics S101 Arith. in Mod. Life Mills C-205 Music S151 Literature of Music Boicourt Aud. Physical Science S140 *General Chemistry Poland S-305 S151 *Gen. Physics (Lect.) Smith S-101 S207 *El.Organic Chem. Gooding S-309 Social Science S112 Contemp. Civilization Marshall N-106 S115 Hist. of United States Tasher S-204 S119 History of Illinois Waldron S-203 S161 Rural Sociology Orr N-204 S211 Mod. Econ. Society Browne N-211 Speech S211 Phonetics Holmes N-201 S212 Speech Re-education Ecklemann S-105	Mathematics S112 Analytical Geometry Flagg C-301 S314 Int.to Theory of Equat. McCormick C-205 Music S233 Gr.Inst.Brass&Percus. Sherrard C-1 Physical Science S140 *General Chemistry Poland S-301 S141 *General Chemistry Poland S-301 S150 *Gen.Physics (Lect.) Ivens S-107 S151 *Gen.Physics (Lab.) Smith S-101 S201 *Qualitative Analysis Gooding S-313 S207 *El. Organic Chem. Gooding S-312 S261 *Adv. Electricity Smith S-101 Social Science S113 Hist. of Civilization Brunk N-201 S121 Prin. of Economics Glasener N-101 S214 Labor Econ.&Prob. Moore N-210 S229 Europe since W.War I Harper S-110 S254 Internat'l Relations Beyer N-106 S358 Public Opinion & Prop. Browne N-211 Speech S110 Fund. of Speech Yates I-200	Mathematics S116 Integral Calculus Flagg C-302 S231 Differential Calculus Mills C-205 Music S111 Sight Sing. & Ear Tr. Peithman Aud S236 Adv. Conducting Knudson C-1 Physical Science S140 *General Chemistry Poland S-301 S141 *General Chemistry Poland S-301 S150 *General Physics Ivens S-107 S151 *Gen. Physics (Lab.) Smith S-101 S201 *Qualitative Analysis Gooding S-313 S207 *El. Organic Chem. Gooding S-312 S261 *Adv. Electricity Smith S-101 Social Science S151 Polit.Inst. of Illinois Orr N-206 S232 Hist. Amer. Frontier Harper S-110 S235 History of South Marshall N-102 S419 Rec.Prob.in Local Hist. Waldron S-204 Speech S111 Voice and Diction Holmes N-201 S214 *Speech Clinic Eckelmann Clinic
* Double Period Classes		

Fourth Hour 11:00-12:00	Fifth Hour 1:00-2:00	Sixth Hour 2:10-3:10
<p>Mathematics</p> <p>S114 College Algebra Mills C-205</p> <p>Music</p> <p>S157 M&M Public Perform. Peithman C-1</p> <p>Physical Science</p> <p>S141 *General Chemistry Poland S-305</p> <p>S150 *General Physics Ivens S-107</p> <p>S201 *Qualitative Analysis Gooding S-309</p> <p>S204 *Quantitative Analysis S-105</p> <p>S261 *Adv. Electricity Smith S-101</p> <p>Social Science</p> <p>S111 Contemp. Civilization Beyer N-106</p> <p>S122 Economic Problems Glasener N-107</p> <p>S216 Amer. Industrial Hist. Moore N-210</p> <p>S234 Recent Amer. History Waldron S-203</p> <p>S242 English History Brunk N-201</p> <p>S436 Makers of Amer. Hist. Tasher S-204 TWThF</p> <p>S491 Seminar & Thesis (To be arranged)</p> <p>Speech</p> <p>S122 Oral Interp. of Lit. Yates I-200</p> <p>S214 *Speech Clinic Eckelmann Clinic</p>	<p>Mathematics</p> <p>S115 Differential Calculus McCormick C-205</p> <p>S105 Adv. Algebra Flagg C-301</p> <p>Music</p> <p>S193 *Music Workshop Larsen, Hinman, Orr, Sherrard N-5</p> <p>S208 Harmony Peithman T-109</p> <p>S245 Modern Music Boicourt Aud</p> <p>S293 *Music Workshop Larsen, Hinman, Orr, Sherrard N-5</p> <p>Physical Science</p> <p>S204 *Quantitative Analysis S-313</p> <p>Social Science</p> <p>S116 Hist. of United States Marshall N-102</p> <p>S193 *Social Sci. Workshop Larsen, Hinman, Orr, Sherrard N-5</p> <p>S217 Amer. Life & Inst. Tasher S-204</p> <p>S245 Hist. Latin America Waldron S-203</p> <p>S253 Political Parties Browne N-211</p> <p>S293 *Social Sci. Workshop Larsen, Hinman, Orr, Sherrard N-5</p> <p>Speech</p> <p>S110 Fund. of Speech Barber N-213</p> <p>S220 Speech Science Holmes N-201</p> <p>S251 Teach. of Speech Read. N-210</p>	<p>Mathematics</p> <p>S111 Plane Trigonometry McCormick C-205</p> <p>S499 Theses (To be arranged)</p> <p>Music</p> <p>S193 *Music Workshop Larsen, Hinman, Orr, Sherrard N-5</p> <p>S213 Conducting Knudson Aud</p> <p>S221 Inst. Equip. Sel. & Rep. Sherrard C-1</p> <p>S293 *Music Workshop Larsen, Hinman, Orr, Sherrard N-5</p> <p>Physical Science</p> <p>S204 *Quantitative Analysis S-313</p> <p>S276 Intro. to Aeronautics Bey and Rine S-105</p> <p>Social Science</p> <p>S114 Hist. of Civilization Brunk N-201</p> <p>S118 History of Russia Harper S-108</p> <p>S193 *Social Sci. Workshop Larsen, Hinman, Orr, Sherrard N-5</p> <p>S251 Amer. Government Beyer N-106</p> <p>S263 Social Pathology Moore N-107</p> <p>S293 *Social Sci. Workshop Larsen, Hinman, Orr, Sherrard N-5</p> <p>S410 Soc. Control of Bus. Glasener N-208</p> <p>Speech</p> <p>S132 Dramatic Production Yates Aud</p> <p>S213 Adv. Speech Re-educ. Eckelmann Clinic</p> <p>S240 Teach. Speech in El. Sch. Barber N-213</p>
* Double Period Classes		

Mathematics

- S105. Advanced Algebra—(3) Mr. McCormick
See page 54.
- S106. Solid Geometry—(3) Mr. Bey
For students who have had only one year of geometry in high school, and Advanced Algebra.
- S111. Plane Trigonometry—(3) Mr. Rine
See page 54.
- S112. Analytical Geometry—(3) Mr. Ullsvik
See page 54.

Music

- S124. Music Education—(3) Miss Tipton
A survey of music in the kindergarten, and in grades one, two, and three; current practices in teaching music in these grades; materials used for singing, listening, and rhythmic activities; planning of music suitable for the activities program.
- S151. Literature of Music—(3) Miss Westhoff
See page 55.
- S256. Current Trends in Instrumental Music —(3) Mr. Glenn
A course concerned with the administration and supervision of instrumental music in the elementary and secondary schools, methods and materials in current use, and current research that may affect instrumental music teaching.

Physical Science

- S264. Modern Physics—(3) Mr. Cross
Recent developments in physics, with emphasis on atomic structure, conduction of electricity through gases, molecular mass and motion, electron charge, mass radiation, spectra, photoelectric phenomena, and quantum theory. Prerequisite: Eight semester hours each in physics and chemistry, and Mathematics 115.

Social Science

- S113. History of Civilization—(3) Mrs. Brunk
See page 56.
- S116. History of the United States—(3) Mr. Harper
See page 57.
- S193. Social Science Workshop—(3) Miss Burris, Mr. Goodier and others
See page 61.
- S262. The Family—(3) Mr. Kinneman
The family in its institutional and historical setting; changes exerted on the family because of mechanization and urbanization. Consideration of the needs of contemporary citizens with a view to establishing wholesome family life.
- S293. Social Science Workshop—(3) Miss Burris, Mr. Goodier and others
See page 61.
- S313. Money and Banking—(3) Mr. Glasener
The development of the monetary system of the United States. The growth of banks and the banking system as a managing agency of American financial activities.

Speech

- S110. Fundamentals of Speech—(3) Mr. Barber
See page 59.
- S212. Speech Re-education—(3) Mr. Sorrenson
See page 60.

REGULAR SESSION COURSES

Agriculture

S101. Elementary Agriculture—(3)

Mr. Hudelson

An orientation in project work, 4-H clubs, agricultural organizations, co-operative marketing, soils, crops, breeds of livestock, feeds, and farm management. For rural school teachers.

S205. Genetics—(3)

Mr. Hudelson

Problems of heredity, variation, and evolution. Though primarily for agricultural and science students, the course may be taken by other students for its rich social values.

S229. Livestock Judging—(3)

Mr. Hudelson

Fundamentals of livestock judging and its relation to production, marketing, and showing; individual scoring and comparative judging show-ring practices, judging contests; and breed and variety characters. Prerequisite: Agriculture 115.

Art

S102. Art Activities for Elementary Schools—(3)

Mrs. Parker

Animal and figure drawing, elementary principles of perspective drawing, and problems in pictorial composition including murals.

S111. Art Fundamentals—(3)

Mrs. Parker

Practice in the use of fundamental art elements and principles in creative problems applied to everyday living in the home, school and community. Emphasis upon the total work of art rather than upon media or technique.

S201. Crafts for Elementary Schools—(3)

Miss Ogle

Simple crafts suitable for the elementary level such as weaving, claywork, book binding, and paper and textile decorations. Emphasis upon the sequential development of the craft in relation to the maturity and growth of the child. Prerequisite: Art 102 or 112.

S202. Teaching Art in Elementary Schools—(3)

Mrs. Parker

Principles for establishing a creative art program in an elementary school. Observation and planning of art work as an integral part of the experiences of the child at various levels.

Biological Science

S105. Hygiene—(3)

Miss McAvoy, Miss Royce

The factors actually determining health with special consideration given to the principles and practices of health promotion. Based upon those modern principles of hygiene that are intended to adjust the student in safeguarding and improving his own health and that of the community.

S109 and S110. Natural Science Survey—(3) and (3)

Mr. Miller

Given jointly by the departments of biological science, geography, and physical science. An appreciation of the values in the biological, earth and physical sciences in relation to the development of civilization and for everyday living. Students who have had Biological Science 110 may not take Natural Science Survey 109 or 110 for credit.

S111. General Biological Science—(3)

Miss Gray

A course in biological science, developing into a study of comparative physiology. As much of the anatomy and physiology of animals is taught in relationship to the human body as time permits. It is basic for all further courses in biology.

S121. Comparative Zoology—(3)

Miss Royce

Representative animals of the invertebrate group with particular emphasis upon protozoology and parasitology to meet present day needs. Prerequisite: Biological Science 111.

S145. Functional Anatomy—(3)

Miss Royce

A course in biological science, including enough of the physiology and anatomy of vertebrates for the student to understand the structure and function of the human body. Special consideration to development, structure, and function of the organs of speech, sight, and hearing. Abnormalities of form and function also receive attention.

S193. Biological Science Workshop (Health Education)—(3-6) Miss Dean,
Miss Mast, Miss M. Cooper, Miss Fleck, Mr. Horton, Miss Shea

See page 61 for description of course.

S211. Introductory Bacteriology—(3)

Mr. Lamkey

Yeasts, fungi, and bacteria are studied in relation to human welfare. To meet the needs of students in agriculture, home economics, health sanitation, and science in general. Prerequisite: A laboratory course in Biological Science.

S219 and S220. Natural Science—(3) and (3) Miss McAvoy, Mr. Miller,
Mr. Young

An integrated course in the natural sciences especially designed to meet the professional needs of teachers in the elementary schools.

S238. School Health—(3)

Miss McAvoy

The teaching and supervision of school health in the grades and the prevention and control of disease in the community. The position of the various activities and studies of the elementary curriculum in relation to the health program of the school is considered. Prerequisite: Biological Science 105.

S247. Sight Saving Problems—(3)

Miss Gray

Observations, lectures and demonstrations on methods in use in the school and in the clinic for the detection and care of eye disorders in order to give the teacher a proper appreciation of eye care and a significant understanding of corrective work. Prerequisite: Biological Science 146.

S293. Biological Science Workshop (Health Education)—(3-6) Miss Dean,
Miss Mast, Miss M. Cooper, Miss Fleck, Mr. Horton, Miss Shea

See page 61 for description of course.

S311. School and Community Sanitation—(3)

Mr. Lamkey

Designed to give a working knowledge of principles of sanitation and methods of prevention of diseases of endemic as well as epidemic nature as they apply to the school, gymnasium, and public gathering places. Laboratory checks on the school's water and milk supplies, lunch room conditions, toilet facilities, and sewage disposal. Environmental factors such as light, temperature, humidity, heating and ventilation in relation to sanitary control. Methods in the supervision of the janitorial staff in the maintenance of sanitary conditions receive particular attention.

S312. Administration of School Health—(3)**Mr. Lamkey**

The administration and organization of school health education, presented through a correlated program relating all health agencies of the school to services offered by various public and private health departments and foundations of local community, county, state, and nation. Health service procedures and use of statistical materials.

S405. The Sensory Organs—(3)**Miss Gray**

The anatomy and physiology of sense perception organs of the body, with special attention given to speech, hearing and sight saving.

S491. Thesis or Research Project—(2-4)**To be arranged**

A thesis or a research project dealing with the solution of a biological problem, preferably one concerned with the use of laboratory and field materials in the realm of teaching.

Business Education

S113. Typewriting—(3)**Mr. Admire**

The objective is to develop individual skills in operation to a minimum attainment of thirty-five words per minute on a varied selection of material. Instructional methods are included. Prerequisite: Business Education 112 or one year of high school typewriting.

S123. Shorthand—(3)**Miss Webb**

Continued development of skills in writing, reading, and vocabulary building. Introduction of transcription. Minimum requirement: Sixty words a minute for five minutes. Prerequisite: Business Education 122 or one year of high school shorthand.

S132. Accounting—(3)**Mr. Admire**

Corporation accounting which leads to a consideration of cost accounting elements and the preparation of manufacturing statements. Interpretation of simple financial statements. Problem material is used to give the student sufficient opportunity for practice in accounting usage. Prerequisite: Business Education 131.

S211. Advanced Office Practice—(3)**Miss Peters**

Designed to give the student practice in assuming various office duties, in supervising office routine, in securing a measure of skill on the various office machines, and in working projects that can be used for the teaching of advanced typewriting and office practice courses in the high school. This course counts as credit in typewriting. Prerequisite: Business Education 114, or 116, or six semester hours of typewriting.

S212. Advanced Transcription—(3)**Miss Webb**

An advanced course in shorthand with primary emphasis on the application of the principles of functional English to the typewritten transcript. Prerequisite: Business Education 114 and 124.

S213. Methods and Materials in Typewriting—(3)**Mr. Admire**

Methods and materials to be used for teaching typewriting and the psychology behind the teaching and learning of the subject. Required for teachers with degrees who wish to qualify by the proficiency test method, which includes speed at the rate of forty-five words per minute for fifteen minutes by the end of the course. Prerequisite: Six semester hours of Business Education 112, 113, and 114; or four semester hours of typewriting, plus two years of acceptable high school typewriting, or the equivalent in a private business school; or a degree and ability to pass a proficiency test upon completion of the course.

S242. Business Law—(3)**Mr. Koepke**

Installment sales, mortgages, loans and discounts, bailment, partnerships and other business associations, property, social legislation, bankruptcy, and general treatment of the laws as they affect business. Prerequisite: Business Education 241.

S252. Economics of Business—(3)**Mr. Koepke**

The purpose of the course is to adjust economic theory to intelligent business administration. Attention is given to practical application of economics in distribution through the use of practical problems relating to transportation, risk, money, credit, business cycles and policies.

S254. Advertising and Salesmanship—(3)**Miss Peters**

Practical problems of distribution of goods and consumer demand. Applied principles of selling, both through publicity channels and through direct personal approach. Some selling practice is attempted and personnel development methods are used. Prerequisite: Business Education 252.

S257. Distributive Business—(3)**Miss Peters**

Survey of the methods of sales techniques, materials of instruction, and procedures under the George-Deen Act, with application to classroom training and in-training in stores.

Education and Psychology

EDUCATION

S107. Reading Methods—(3)**Miss Burris**

Reading needs of children from kindergarten through eighth grade; uses of various types of reading materials to develop desirable attitudes and good reading study habits; ways to measure progress in reading. Prerequisite: Education 108.

S108. Child Growth and Development—(3)**Miss Rice**

Physical, mental, emotional and social growth and development of children, and the influence of home and school environment upon this growth. Based upon much observation of children from infancy through adolescence. Prerequisite: Education 109 and 110.

S121. Reading Clinic—(1)**Mr. Larsen, Miss McCain**

Basic reading problems presented by a guest instructor and regular staff members. An intensive course for one week.

S122. Parent-Teacher Association Clinic—(1)**Mr. Larsen and others**

Purpose, program, and organization of parent-teacher work, taught in cooperation with the Illinois Congress of Parents and Teachers. An intensive one week course for teachers.

S135. Rural Education Clinic—(1)**Mr. Hacker and others**

Community backgrounds of the rural school. Intensive work on specific problems of those enrolled in the course, including language arts, fine and applied arts, and social studies in the rural school.

S162. Survey of Special Education—(3)**Mr. Goodier**

Educational provisions for physically handicapped and mentally exceptional children, including the partially sighted, crippled, delicate, deaf and hard of hearing, mentally subnormal and superior. Introductory course for majors in special education and for all classroom teachers and administrators who wish general information in this field.

S193. Education Workshop—(3-6)

Mr. Larsen, Miss Hinman,
Mr. Sherrard, Mr. Orr

See page 61 for description of course.

S203. Introduction to Philosophy of Education—(3)

Mr. Schroeder

Philosophy as applied to educational problems for determining the nature of the educative process, the ends and objectives of education, and the means of attaining educational ends. Lays basis for a philosophy of life and of education in a democratic society. Prerequisite: Senior standing and completion of all other required education courses except 204 and 210.

S204. School and Community Relations—(3)

Mr. Cole

Techniques of securing a position, teacher-supervisor relationships, participation in community affairs, ethics for teachers, professional organizations, parent-teacher associations, state and federal departments of education, and teaching as a service profession. Prerequisite: Education 211.

S205. Advanced Reading Methods—(3)

Miss Cady

Techniques of diagnosis and instruction for special cases of severe reading disability. Deals with physical, mental, and emotional maladjustments and teaching errors which may become causal factors in reading disabilities. Provides opportunity for preparation of instructional materials and for laboratory work with children having serious reading difficulties. Prerequisite: Education 107, and 210 or teaching experience.

S210. Student Teaching and Special Methods, Secondary—(3-6)

Student Teaching, Elementary—(3-6)

Observation of the growth and development of pupils and of the work of an expert teacher; instruction of individual pupils and small groups of children; participation in school activities, culminating in taking full responsibility of the pupil group. Required of all students before graduation. Assignments are made to the elementary or high schools, depending on the student's area of preparation. Prerequisite: At least one semester of residence at Illinois State Normal University, satisfactory preparation in subject matter fields and professional courses, and the approval of the Director of Student Teaching.

S211. American Public Education—(3)

Mr. Cole, Mr. Lueck

Organization of American public education, levels of education, personnel in public education, provisions for materials and environment, issues in American public education. Prerequisite: Psychology 115.

S215. Student Teaching, Special Education—(3)

Differentiated according to area of major specialization. Done with children mentally retarded, partially sighted, deaf or hard of hearing, physically handicapped other than in vision and hearing, socially maladjusted, or defective in speech. Prerequisite: Education 210 or approved teaching experience.

S219. Advanced Reading Clinic—(1)

Mr. Larsen, Miss McCain

Problems in remedial reading as presented by a guest instructor and regular staff members. Demonstration of new and special equipment in connection with remedial work. An intensive course for one week. Prerequisite: Education 107 or 121.

S220. Secondary Education—(3)**Mr. Cole**

Basic principles and techniques of teaching in secondary schools: learning goals, selection and organization of subject matter, assignment procedures, use of illustrative materials, instructional planning, methods of teaching, and evaluating the results of instruction. Prerequisite: Education 211.

S223. Secondary School Reading—(3)**Miss Burris**

Developmental and remedial aspects of high school reading for senior and junior high school teachers, supervisors, and administrators; the identification and development of reading skills and techniques; procedures helping in vocabulary building, comprehension and interpretation, and adaptation of rate to purposes of reading; special consideration to reading problems in subject fields, in reading interests and tastes, in securing practice materials, and administrative problems. Prerequisite: Education 211.

S231. Pupil Activities in the Elementary School—(3)**Mr. Reusser**

Evaluation of the varied activities in the modern elementary school curriculum. Planned to help teachers select curriculum materials and organize units. Observation and discussion of such units in progress in the training school. Primarily for teachers who wish to study recent developments in elementary education. Prerequisite: Education 211.

S232. Early Childhood Education—(3)**Miss Rice**

Nursery-kindergarten-primary education as an integral part of the elementary school; the physical plant, equipment, organization, curriculum and methods of evaluation consistent with growth needs of young children; child-care centers to meet present community needs; parent education. Prerequisite: Education 211.

S235. Rural Education—(3)**Mr. Hacker**

Duties of rural teachers, especially those of one, two, and three teacher schools; the rural social background; the daily-weekly schedule of teaching-learning activities; good housekeeping, equipment, records, and reports; school organization, social control and administration; community leadership. Prerequisite: Education 211.

S236. Classroom Problems—(3)**Miss Rice**

Fundamental principles of child interest and need, and of group living, as these principles underly classroom organization, teaching procedures and curriculum activities; observation of and participation in solving problems such as group control, use of records and reports, selection of teaching materials, and the evaluation of instruction. Prerequisite: Education 211.

S240. Audio-Visual Education—(3)**Mr. Ivens**

Theory, materials, and methodology of audio-visual aids. Results of experimental researches in audio and visual instruction; criteria for evaluating and selecting materials; sources and care of materials; and methods of using radio and visual aids in the classroom. Technique in photography, making of slides and film strips, and practice in operating all types of audio-visual equipment. Prerequisite: Education 220 or 236.

S246. Methods in Special Education—(3)**Miss Farlow**

Underlying principles of organizing a school program for exceptional children. Means of selecting and evaluating suitable group and individual activities. Simultaneous registration with Student Teaching 215 required. Differentiated according to area of specialization. Prerequisite: Psychology 227.

S293. Education Workshop—(3-6)

Mr. Larsen, Miss Hinman,
Mr. Sherrard, Mr. Orr

See page 61 for description of course.

S312. Individualization of Instruction—(3)

Miss Cooper

Methods of making practical adaptations in the school program to aid the physical, emotional, educational development of individual children within a school group; selection and organization of materials and methods of individual instruction in the different subject areas; development and interpretation of case studies; practice in the techniques of recognizing and diagnosing the specific needs of children in the elementary school. Prerequisite: Education 108 or Psychology 115.

S401. Introduction to Research—(3)

Mr. Lueck

Selection of a research problem, collection of data, types of research, the research report, and use of the library in connection with the research problem. Elements of statistics are introduced. Provides a background for the preparation of the thesis or research project. Enables the student to become an intelligent consumer of the products of educational research.

S412. Seminar in Curriculum Construction—(3)

Mr. Dillinger

Principles and practices of curriculum construction. Extensive practical experience in constructing a course of study. Effect of research upon the curriculum as a whole and in different subjects; techniques for curriculum building from the nursery school through the junior college; critical examination and evaluation of city, county, and state courses of study; and techniques of conducting a program of curriculum study, revision, and evaluation.

S420. Improvement of Instruction—(2)

Mr. Houston

Principles underlying the improvement of instruction. Emphasizes techniques of improving instruction, including faculty meetings, class visitation, intervisitation, supervisory conferences, bulletins, research, testing programs, and directed study. Proposes means of evaluating supervisory practices.

S431. School Administration—(3)

Mr. Decker, Mr. De Young,
Mr. Lichty, and others

For superintendents, principals, and their administrative associates. Problems are taken from the necessary experiences of the public school administrators. Program of studies, records, pupil personnel, selection, retention and improvement of teachers, and interpreting the school to the public.

S432. School Administration—(3)

Mr. Decker, Mr. De Young,
Mr. Lichty, and others

A continuation of 431 stressing school finance, school law, school building problems, and school plant.

S434. School Finance—(2)

Mr. Decker, Mr. De Young,
Mr. Lichty, and others

Financial accounting and reporting, budgeting, unit costs, depreciation, insurance, school revenues, and other problems of local school finance.

S441. Laboratory School Administration—(2)

Mr. Carrington

Development of laboratory schools; principles governing laboratory experiences to be required; provision for demonstration, participation and experimentation; coordination between theory and academic departments; admission and induction into student teaching; function of campus and off campus laboratory schools; internship programs; public relations programs; evaluation of the laboratory school. Students will be provided experience in laboratory schools. Prerequisite: Teaching experience.

S464. The Junior College—(3)

Mr. Lichty

History, functions, curricula, methods of instruction, and organization and administration of the junior college.

S499. Thesis or Research Project—(2 or 3)

To be arranged

For students majoring in education. Independent study culminating in a thesis or a carefully written report on a research project. To be prepared under the guidance of an instructor in the student's special field.

PSYCHOLOGY

S111. General Psychology—(3)

Mr. Tiedeman

Scientific foundation for interpretation of human behavior. Motives of men's acts, observing and attending, emotion, learning and memory, influence of heredity and environment upon development, personality development.

S115. Educational Psychology—(3)

Mr. Lueck

Training for prospective high school teachers in the use of psychology as a guide in the development of young people, with special emphasis on learning. Prerequisite: Psychology 111.

S227. Psychology of Exceptional Children—(3)

Miss Parker

Scientific understanding of children who deviate from the usual because of physical, mental, or other handicaps. Considerable use of observation and field trips. Prerequisite: Psychology 115 or Education 108.

S229. Mental Testing—(3)

Mr. Dillinger

For students with no training in mental testing. Use of Binet and other individual and group tests will be studied and demonstrated. Emphasis on interpretation of test results. Prerequisite: Psychology 115 or Education 108.

S234. Mental Hygiene—(3)

Mr. Tiedeman

Training for the prospective teacher in: recognizing serious problems; recognizing minor problems early and giving some help in correcting them; and preventing the development of adjustment problems by applying the positive principles of mental hygiene and working on the teacher's own personality development. Prerequisite: Psychology 115 or Education 108.

S301. Advanced Educational Psychology—(3)

Mr. Dillinger

Appreciation and understanding of the experimental and statistical approaches to the study of the learning human being. Laboratory work will be the basic procedure. Prerequisite: Psychology 115.

S311. Psychology of the Mental Deviate—(3)

Miss Parker

Mentally deficient and gifted child as to personality aspects, educational possibilities, and general behavior patterns. Prerequisite: Biological Science 145, and Psychology 115 or Education 108.

S411. Counseling and Psychotherapy—(3)

Mr. Marzolf

Training in interviewing, making case histories, clinical diagnosis, and instruction in some of the basic techniques in psychotherapy. Prerequisite: Psychology 301 or concurrent registration.

S425. Individual Mental Testing—(2)

Miss Parker

Training in individual mental testing by use of the Terman-Merrill Revision of the Binet. Prerequisite: Psychology 234 and 301.

S432. Psychological Clinic—(2)**Mr. Marzolf**

Actual clinical practice in the Psychological Counseling Center. Gives students training in individual psychological diagnosis. Two triple periods per week. Prerequisite: Psychology 411, 421, and 425 or concurrent registration.

S499. Thesis or Research Project—(2 or 3)**To be arranged**

For students majoring in psychology. Independent study culminating in a thesis or a carefully written report on a research project. To be prepared under the guidance of an instructor in the student's special field.

English

S102. Folk Literature for Children—(3)**Miss Hinman**

Fairy and folk tales, myths, legends, fables, nursery rhymes, and ballads suitable for children.

S110. English Composition—(3)**Miss Okerlund**

The principles underlying accepted usage in diction, sentence structure, and punctuation. Required of all students except those whose entrance examination in English shows superior training.

S111. English Composition—(3)**Mrs. Pricer**

The principles of composition with frequent practice in writing, including one long expository paper based on reading. The work in composition is paralleled by readings in the modern essay. Prerequisite: English 110 or exemption.

S112. Introduction to Literature—(3)**Mrs. Pricer**

Wide reading in contemporary literature to develop breadth of appreciation. Practice in the writing of criticism and other literary forms. Required to complete six hours of freshman English of all exempt from 110. Open as an elective to others. Prerequisite: English 110 (or exemption) and 111.

S122. Survey of English Literature—(3)**Mr. Hiatt**

English literature of the Romantic, Victorian, and later periods. Designed primarily for minors in English but open to majors and others.

S132. American Literature—(3)**Mr. Fielding**

A survey of American literature from 1855-1914.

S150. Ancient Literature—(3)**Miss Okerlund**

A rapid survey of ancient Greek, Roman, and Hebrew literature in translation. Selected masterpieces are read for an appreciation of the classical and Oriental contributions to modern culture.

S165. Journalism—(3)**Mr. Vetter**

The principles of newspaper writing, with special attention to straight news, interviews, speech stories, features and sports. Members of the class serve as reporters on *The Vidette*.

S193. English Workshop—(3-6)**Mr. Larsen, Miss Hinman,
Mr. Sherrard, Mr. Orr**

See page 61 for description of course.

S203. Verse for Children—(3)**Miss Hinman**

Poetry for use in the elementary grades. Prerequisite: One course in children's literature.

S212. English Literature 1600-1780—(3)

Mr. Vetter

Development of English literature, exclusive of the novel, during the seventeenth and eighteenth centuries, with emphasis upon Milton, Dryden, Swift, Pope, Gray, Cowper, Burns, and Johnson.

S214. English Literature 1830-1900—(3)

Mr. Fielding

Literature of the Victorian Period with some reference to social, political, and scientific trends. Emphasis on the poetry of Tennyson, Browning, Arnold, and the Pre-Raphaelites. Some attention to the chief prose writers of the period.

S253. Literature of the Bible—(3)

Mr. Hiatt

A non-doctrinal study of the chief narrative, dramatic, and poetic literature of the Bible.

S254. World Literature—(3)

Miss Okerlund

An introduction to great books in classical, Oriental, and modern literatures, designed to deepen the student's cultural background and to help him appreciate other civilizations. Planned chiefly for students in the elementary curriculum and for others not majoring in English.

S275. English Grammar—(3)

Mrs. Pricer

An historical and descriptive study of the sentence and its parts. Not to be taken by students with credit in 105.

S276. High School Literature—(3)

Miss Stroud

Literature suitable for high school. Criteria for the selection of materials for the English course of study.

S293. English Workshop—(3-6)

**Mr. Larsen, Miss Hinman,
Mr. Sherrard, Mr. Orr**

See page 61 for description of course.

S401. Development of the English Language—(3)

Mr. Hiatt

A study of the historical development of the English language. Attention to Anglo-Saxon, Middle English, foreign influences, and modern trends.

S431. American Literature—(2)

Mr. Fielding

Intensive study of selected movements and trends in the literature of America since 1800.

S451. Thesis—(3)

To be arranged

Independent study directed by an instructor in the student's special field.

Foreign Languages

FRENCH

S113. First Year French—(9)

Miss Ellis

An intensive course in beginning French, completing a year's work in eight weeks. Pronunciation taught by the phonetic method; essentials of grammar; exercises in hearing, speaking, and writing simple French; reading of material of graded difficulty.

LATIN

S227. Advanced Latin Prose Composition—(3)

Miss Geweke

The application of the major principles of Latin grammar and syntax in writing paragraphs based on different Latin authors. Especially planned for students wishing to develop facility in the use of Latin forms and constructions. Prerequisite: Latin 113 and four semester hours of senior college Latin.

SPANISH

S113. First Year Spanish—(9)

Miss Whitten

An intensive course in beginning Spanish so planned that students by devoting their entire time to the course complete a year's work in eight weeks. Pronunciation, elements of grammar, reading of easy Spanish, oral and written drill on material read.

Geography

(INCLUDING GEOLOGY)

S101. Elements of Geography—(3)

Miss Means

An introductory course covering the elements of the natural landscape including weather and climate, natural vegetation, landforms, soils, oceans, and ocean currents, and a brief survey of the cultural landscape. Attention is also given to the planetary relations of the earth and to maps and their use.

S103. Geography of the Peoples of the World—(3)

Miss Crompton

A study of the peoples of the world based largely upon climatic regions. Various peoples representing typical human life patterns. Emphasis upon how the customs, habits, and institutions of peoples are related to the natural environment in which they have developed. For students in the elementary education curriculum. Students who have had 102 may not take this course for credit. Prerequisite: Geography 101 or 110, or Natural Science Survey 109 and 110.

S113. Economic Geography—(3)

Miss Means

The productive occupations of man as an outgrowth of his earth environment. The production and distribution of the leading commodities. Chief commercial routes as related to geographic conditions. The struggle for resources and economic products as a cause of World War II. Prerequisite: Geography 101 or 110, or Natural Science Survey 109 and 110.

S114. Geography of North America—(3)

Mr. Lathrop

A consideration of North America by geographic regions, demanding considerable library and map study. Designed to give familiarity with methods of securing, organizing and presenting geographical data. Prerequisite: Geography 101 or 110, or Natural Science Survey 109 and 110.

S212. Geography of Illinois—(3)

Miss Crompton

Regional approach to the study of the State of Illinois. Agricultural and industrial regions form the basis for the treatment. Considerable attention to urban geography. Contiguous areas that are intimately connected with the geography of Illinois are included. Prerequisite: Geography 101 or 110, or Natural Science Survey 109 and 110.

S214. Geography of Soviet Russia—(3) Miss Crompton

A regional study of the Soviet Union with its mineral resources, industrialization, agriculture, and forest industries. Emphasis on the progress and problems of the Russian people as affected by their geographic settings. Prerequisite: Geography 101 or 110, or Natural Science Survey 109 and 110.

S219. Conservation of Natural Resources—(3) Mr. Lathrop

Soils, minerals, forests, and water as basic factors in the development of modern civilization. A consideration of the original resources, methods of use, and rate of exhaustion. The most profitable use of the remaining resources. The seriousness of the conservation problem in our national life.

S222. Field Geography of Western United States and Southwestern Canada—(9)
Given in 1946 and alternate years. Mr. Holmes

Seven weeks of field study through southwestern United States, the Pacific Coast Region, the Canadian Rockies, the High Plains, and the Great Lakes Region. Regular part of the summer session and runs concurrently with it. Part of the first week is spent on the campus. Seven weeks are spent in the field and the eighth week on the campus completing the study begun in the field. Credit in geography and history. Prerequisite: Three semester hours of geography, or teaching experience.

S412. Problems in Conservation—(3) Mr. Lathrop

An investigation of one or more problems relating to conservation. Prerequisite: Geography 219.

S424. Thesis—(3 or 4) To be arranged

Selecting the thesis problem and blocking out plans of study and development. Methods of research and interpretation. Writing and criticism.

Health and Physical Education

COURSES FOR MEN AND WOMEN

S101. Recreational Activities—(1) Mr. Cogdal, Mr. O'Connor

S102. Recreational Activities—(1) Mr. Cogdal, Mr. O'Connor

S103. Recreational Activities—(1) Mr. Cogdal, Mr. O'Connor

S104. Recreational Activities—(1) Mr. Cogdal, Mr. O'Connor

S108. Recreational Activities—(1) Miss Patterson

Provision for the recreational and activity needs of those limited in participation by the University Health Service.

S115. First Aid—(3) Mr. Cogdal

The standard Red Cross requirements in first aid. Red Cross certificates will be issued to all who complete the work satisfactorily.

S212. Principles of Physical Education—(3) Mr. O'Connor

The basic facts underlying physical education; its aims and objectives; and the place of physical education in American life.

S229. Recreational Activities for Elementary Schools—(3) Miss Patterson
Methods and material in physical education for the elementary classroom teacher. Students may not take this course for credit if they have had 223 or 224.

S230. High School Physical Education—(3) Miss Patterson
The factors essential to program planning in physical education on the secondary level. Types and gradations of activities included.

S242. Anatomy—(3) Mr. Hancock
The gross structure of the human body.

S245. Physical Education for Handicapped Children—(3) Mr. Horton
Methods and materials in teaching physical education activities to exceptional children, such as the crippled, mentally subnormal, partially sighted, and physically defective.

COURSES FOR MEN ONLY

S219. Football Coaching—(3) Mr. O'Connor
The professional preparation of coaches in football.

S221. Basketball Coaching—(3) Mr. Cogdal
The professional preparation of coaches in basketball.

Home Economics

S106. Nutrition—(3) Mrs. Warren
An elementary course which emphasizes the role of nutrition in the development of the individual. Dietary problems of different ages and their social and economic implications will be stressed. This course is planned for students in special education, but may be elected in the elementary or other curricula.

S136. Home Management Experiences—(3) Miss Fleck
Residence in the Home Management Houses for the purpose of instruction in all phases of homemaking responsibilities such as preparation, planning, and service of meals; housekeeping duties; and other social and managerial problems which may be related to the home. Elective for students who are not majoring in Smith-Hughes Home Economics. Requests to enter the course must be made to the Head of the Home Economics Department.

S221. Advanced Clothing and Textiles—(3) Miss Ross
Draping original creations with sensitiveness to texture, color, and variety of effects adapted to particular individuals. Textile problems and issues of the day. Prerequisite: Home Economics 124.

S233. Housing—(3) Miss Ross
Problems and progress of public housing. Recognition of issues considered in determining housing for the average American family: room relationship, financing, and modern construction. Particular family situations recognized, analyzed, and developed.

S234. Art in the Home—(3) Miss Ross
Significance of art in the home environment and its part in developing a satisfying home. The exterior and the interior of the house are considered with reference to efficiency, beauty, comfort and economy. Prerequisite: Home Economics 233.

Industrial Arts

S111. Engineering Drawing—(3)

Mr. Reed

The study and practice of the fundamental techniques of the different types of projection and projection instruments used in drafting.

S114. Machine Drawing—(3)

Mr. Reed

Machine drafting involving the use of hand books and tabular and formular information in the development of detail and assembly drawings. Prerequisite: Industrial Arts 111.

S121. General Woodwork—(3)

Mr. Reed

Fundamental principles and practices of woodworking. Special emphasis is put on the analysis and planning of projects.

S127. Craft Activities for Elementary Teachers—(3)

Mr. Stombaugh

Opportunity for persons interested in crafts work to obtain experiences in the use of handcraft tools, materials and operations. Emphasis placed upon student interest projects and their relation to classroom procedures. Students construct projects in line with their curricular requirements.

S131. General Metalwork—(3)

Mr. Reed

Basic information, processes, and safety in forging, casting, benchwork, machine practice, and heat treatment of steel. Prerequisite: Industrial Arts 111 or one unit of high school mechanical drawing.

S141. Applied Electricity—(3)

Mr. Reed

Elementary electrical theory, followed by laboratory practice. Approximately two-thirds of the time is spent with electric circuits and project construction. The remaining time covers radio theory and radio construction.

S151. Graphic Arts—(3)

Mr. Honn

A general survey of the graphic arts industries. Designed to serve four types of students: industrial arts majors, teachers of industrial arts who wish to broaden their teaching to include graphic arts, art students and teachers who wish to gain knowledge and skill in certain graphic arts processes, and teachers of journalism and advisers of school publications who wish to improve their mechanical knowledge of publications.

S152. Graphic Arts—(3)

Mr. Honn

A continuation of 151. Advanced problems in composition and make-up, printing presses and composing machines, advertising layouts and composition, formats of publications, and printing costs are studied. Prerequisite: Industrial Arts 151.

S223. Woodworking—(3)

Mr. Stombaugh

Advanced woodworking and problems of case goods construction. A short unit of upholstery is a part of this course. In the laboratory, the woodworking machines are used in the construction of projects involving the problems studied. Prerequisite: Industrial Arts 121.

S231. Machine Shop Practice—(3)

Mr. Reed

Computing data for and practice in setting up and operating the machine lathe, milling machine, shaper, drill press, bench and grinder.

S241. Applied Electricity—(3)

Mr. Reed

A continuation of 141. Emphasis is placed upon the production, transmission, and use of electrical power. Shop and laboratory work are divided as follows: repair and maintenance of household appliances, transformer building and testing, motor winding and repair, and radio construction and repair. Prerequisite: Industrial Arts 141.

S251. Printing—(3)

Mr. Honn

Imposition, cylinder presswork, stock cutting and handling, and bindery work. Admission by consent of the instructor. Hours for conference to be assigned. Prerequisite: Practical experience in printing or Industrial Arts 151.

S252. Printing—(3)

Mr. Honn

Linotype composition and maintenance. Arrangements similar to those for 251. Prerequisite: Practical experience in linotype operation or Industrial Arts 151.

Library

S212. The Library as an Information Center—(3)

Miss Speer

Familiarity with reference tools and books for the high school, methods of evaluating publishers' lists, editions and series, periodicals and sources of inexpensive material, techniques for training pupils to use library materials. Prerequisite: English 111 or Education 220.

S214. Reading Guidance for Adolescents—(3)

Miss Stubblefield

An acquaintance with and appreciation of the best recreational and informational books of various reading levels; a realization of the importance of books in the enriched curriculum; an ability to evaluate books and to stimulate junior and senior high school pupils to read.

S216. Informational Books—(3)

Miss Hinman

An acquaintance with and appreciation of the best informational books of varied reading levels; a realization of the place of these books in the enriched curriculum; an ability to evaluate them and to stimulate pupils of the first six grades to read them.

S252. Cataloging—(3)

Miss Speer

Instruction and practice in the classification and cataloging of library materials.

S262. Library Service in the Small School—(3)

Miss Speer

Stress on the place of the library in the small school; planning and equipping that library; use, methods of care, cataloging, and classification of school library materials. Prerequisite: English 111.

Mathematics

S101. Arithmetic in Modern Life—(3)

Mr. Mills

Introduction to the quantitative aspects of modern life. Half of the course considers those phases growing more specifically out of counting and number, and the other half those phases growing out of measuring. Development of appreciation, understanding, and ability in the solution of problems.

- S105. Advanced Algebra—(3)** Miss Flagg
For students who have had only one year of algebra in high school.
- S111. Plane Trigonometry—(3)** Mr. McCormick
The trigonometric functions and their relations, solving the right triangle and the general triangle, logarithms and their uses. Prerequisite: One and one-half units of high school algebra, or Mathematics 105, and one unit of high school geometry.
- S112. Analytical Geometry—(3)** Miss Flagg
The point, the line, the triangle, and the circle; polar coordinates; introduction to the properties of the parabola, ellipse, and hyperbola; curves represented by the equation of the second degree. Prerequisite: Mathematics 111 and 114.
- S114. College Algebra—(3)** Mr. Mills
Brief review of elementary algebra; theory of exponents, radical equations, graphs of quadratic functions, determinants, ratio, proportion, variation, progressions, binomial theorem, complex numbers, and certain topics in the theory of equations. Prerequisite: One and one-half units of high school algebra or Mathematics 105.
- S115. Differential Calculus—(3)** Mr. McCormick
Elements of the differential calculus and applications selected from many fields of study. Graphs of functions, rates, approximating roots of equations, partial differentiation, and an introduction to the geometry of space. Prerequisite: Mathematics 112 and 113.
- S116. Integral Calculus—(3)** Miss Flagg
Elements of the integral calculus and applications selected from many fields of study. Indefinite and definite integrals, areas, lengths of curves, volumes, multiple integration, work and pressure integrals, center of gravity, and moment of inertia. Prerequisite: Mathematics 115.
- S231. Calculus—(3)** Mr. Mills
Partial differentiation, introduction to the geometry of space, envelopes, evolutes, maximum and minimum values of functions of two or more variables, multiple integration, center of gravity, work and pressure integrals, series, and expansion of functions. Prerequisite: Mathematics 116.
- S314. Introduction to the Theory of Equations—(2)** Mr. McCormick
General properties of equations, limit of roots, determinants, and symmetric functions. Prerequisite: Mathematics 114.
- S499. Thesis or Research Project—(2 or 3)** To be arranged
Required of mathematics majors.

Music

- S111. Sight Singing and Ear Training—(3)** Mr. Peithman
A review of rudiments of music, practice in singing by syllable, chording, ear training, and dictation. Prerequisite: Ability to sing simple melodies by rote and a knowledge of the rudiments of music.

S151. Literature of Music—(3)**Miss Boicourt**

A course to acquaint the student with an abundance of music literature from the cultural point of view. Illustrations from library of records will be used.

S157. Methods and Materials of the Public Performance—(3)**Mr. Peithman**

A practical course concerned with the selection and staging of materials suitable for entertainments and programs of the school year. Designed especially for teachers, principals, and supervisors in need of such materials.

S193. Music Workshop—(3-6)**Mr. Larsen, Miss Hinman,
Mr. Sherrard, Mr. Orr**

See page 61 for description of course.

S208. Harmony—(3)**Mr. Peithman**

Provision for the harmonic background which will enable the teacher to improvise interesting piano accompaniments to folk melodies and songs for children. Emphasis on the construction of two- and three-part arrangements of unison melodies. Music majors may take this course by special permission.

S213. Conducting (Choral)—(3)**Miss Knudson**

The fundamental principles of baton technique, routine of organization and rehearsal of choral groups, criteria for the selection of vocal materials, program building, and practical experience in conducting. It is recommended that students taking this course should also take 187. Prerequisite: Ability to sing simple melodies and a knowledge of the rudiments of music.

S221. Instrumental Equipment Selection and Repair—(3)**Mr. Sherrard**

The selection and maintenance of instrumental equipment, including laboratory work in the repair of musical instruments.

S233. Group Instruction in Brass and Percussion—(3)**Mr. Sherrard**

Practical instruction in playing the brass and percussion instruments of the band and orchestra. Students who have had 232 or 234 may not take this course for credit.

S236. Advanced Conducting (Instrumental)—(3)**Miss Knudson**

A continuation of the study of baton technique, score reading, organization and rehearsal routine, criteria for selection of instrumental material suitable to the ability of different groups, and program building. Observation and discussion of the activities of performing groups on and off campus; practical work in conducting instrumental groups.

S245. Modern Music —(3)**Miss Boicourt**

A study of twentieth century music—how it is developed and what its trends are. Opportunity will be given to listen to many illustrations of conspicuous styles—nationalism, realism, impressionism, atonality, polytonality, neo-classicism and jazz. Notice will be taken of the effect of the machine, radio, and war upon music.

S293. Music Workshop—(3-6)**Mr. Larsen, Miss Hinman,
Mr. Sherrard, Mr. Orr**

See page 61 for description of course.

Physical Science

S140. General Chemistry—(6)

Mr. Poland

The first half of a two semester sequence, including fundamental principles. Students who have had 120 may not take this course for credit.

S141. General Chemistry—(6)

Mr. Poland

A continuation of 140 including the metals. Prerequisite: Physical Science 140.

S150. General Physics—(6)

Mr. Ivens

The first half of a two semester sequence, including elementary mechanics, wave motion, sound, and heat.

S151. General Physics—(6)

Mr. Ivens

A continuation of 150 including elementary magnetism, electricity, electronics, optics, and radiation. Prerequisite: Physical Science 150.

S201. Qualitative Analysis—(6)

Mr. Gooding

Lectures on chemical equilibrium as applied to the separation and identification of the anions and cations. Prerequisite: Physical Science 141.

S204. Quantitative Analysis—(6)

Fundamental principles of the quantitative estimation of metal and non-metal components of mixtures, compounds, and alloys. Prerequisite: Physical Science 201.

S207. Elementary Organic Chemistry—(6)

Mr. Gooding

The first of a series embracing the study of aliphatic compounds together with laboratory practice on preparations and reactions. Prerequisite: Physical Science 141.

S261. Advanced Electricity—(6)

Mr. Smith

Circuits, electrostatic fields, potential, motors and generators, capacitance, inductance, transmission and distribution of power and thermionic tubes. Prerequisite: Physical Science 151 and Mathematics 111.

S276. Introduction to Aeronautics—(3)

Mr. Bey, Mr. Rine

A general course including units on navigation, theory of flight, meteorology, and civil air regulations. Laboratory demonstrations, films, and actual flight experience are a part of the course.

Social Science

S111. Contemporary Civilization—(3)

Mr. Beyer

Contemporary society and its problems. Descriptive, integrated approach to recent economic changes, their impact upon society, and the governmental attempts to guide and control these changes.

S112. Contemporary Civilization—(3)

Miss Marshall

A continuation of 111. Problems of contemporary life with stress upon the opportunities and responsibilities of citizens.

S113. History of Civilization and Culture—(3)

Mrs. Brunk

Primitive man; the ancient cultures; the civilizations of Greece and Rome; the Middle Ages. Constant attention to the evolution of institutions, art, and processes.

S114. History of Civilization and Culture—(3) Mrs. Brunk

A continuation of 113. Emphasizes the transition to the modern world, and attempts to estimate the nature and development of modern civilization.

S115. History of the United States—(3) Miss Tasher

The colonial and the national periods to 1816. Emphasis upon the economic development of the colonies, the struggle for independence, the social and cultural development of European stock in this country; the formation of a National government, territorial expansion, sectionalism and the issues resulting in the Civil War.

S116. History of the United States—(3) Miss Marshall

A continuation of 115 to the present time. Agrarian and industrial revolutions, development of American institutions, and America as a world power.

S118. History of Russia—(3) Mr. Harper

Rise of the Russian nation, its expansion, the Czarist regime, the Revolution of 1917, Communism, Lenin and Stalin, Russia's foreign relations, Russia in World War II and after.

S119. History of Illinois—(3) Miss Waldron

Planned especially for rural and elementary teachers who need to have a basis for the teaching of units in Illinois history.

S121. Principles of Economics—(3) Mr. Glasener

Economic thought and current economic theory. Emphasis upon the theory of value and of distribution.

S122. Economic Problems—(3) Mr. Glasener

A continuation of 121. Deals with taxation, labor, agriculture, transportation, foreign trade, etc. Prerequisite: Social Science 121.

S151. Political Institutions and Practices of Illinois—(3) Mr. Orr

The growing needs of Illinois citizens considered as the determining factors in the evolution, expansion, and activity of the State's governmental institutions. Prepares teachers to interpret Illinois political institutions and practices to junior and senior high school students.

S161. Rural Sociology—(3) Mr. Orr

Neighborhood and community types: the home, the church, the school, national and local rural organizations, economic adjustments, standards of living, land policies, adult education, leadership, cooperation, and community progress. Furnishes a background for active participation in desirable social adaptation.

S193. Social Science Workshop—(3-6) Mr. Larsen, Miss Hinman,
Mr. Sherrard, Mr. Orr

See page 61 for description of course.

S211. Modern Economic Society—(3) Mr. Browne

Our economic system with emphasis upon free enterprise, competition, specialization, corporations, credit, government control, business cycles, international trade and finance. Prerequisite: Twelve semester hours in social science.

S214. Labor Economics and Labor Problems—(3) **Mr. Moore**

The worker and his problems with emphasis on such economic problems and issues as unemployment, hours, wages, collective bargaining, and strikes. Prerequisite: Twelve semester hours in social science.

S216. American Industrial History—(3) **Mr. Moore**

The industrialization of America; the problems of agriculture, of monopoly, of labor; the role of government in regulating and guiding economic activity. Prerequisite: Social Science 115 or 116.

S217. American Life and Institutions—(3) **Miss Tasher**

Emphasis upon biographical materials and units developing concepts of life in typical periods and various environments in early America. For elementary teachers.

S229. Europe Since World War I—(3) **Mr. Harper**

The treaties which closed World War I as background material. Units considered: Soviet Russia, Fascist Italy and Germany, unrest in Africa and Asia, origins of World War II. Prerequisite: Twelve semester hours in social science.

S232. History of the American Frontier—(3) **Mr. Harper**

The westward movement and the influence of the frontier on American life and institutions. Prerequisite: Twelve semester hours in social science.

S234. Recent American History—(3) **Miss Waldron**

The more recent period of American history with emphasis on the heritage from the nineteenth century; the progressive era; social and cultural developments of the twentieth century; World Wars I and II and the aftermath. Prerequisite: Social Science 116.

S235. History of the South—(3) **Miss Marshall**

The characteristics and institutions which identify the South as a section, the collapse of the Confederacy and the building of a new South. Prerequisite: Social Science 115.

S242. English History—(3) **Mrs. Brunk**

The development of the British Constitution, the church, the rise of machine civilization, economic imperialism, party government, extension of the franchise, problems of Empire, remedial legislation, problems of World Wars I and II. Prerequisite: Social Science 113 and 114.

S245. History of Latin America—(3) **Miss Waldron**

For those who wish to enrich their knowledge of American history; to gain an appreciation of the cultures of Latin America, and to understand the part Latin America can play in the world situation. Prerequisite: Twelve semester hours in social science.

S251. American Government—(3) **Mr. Beyer**

The services rendered by government; the processes employed in giving protection to life, liberty, and property; the institutions developed to promote the general welfare.

S253. Political Parties—(3)

Mr. Browne

The American party system as to its development, organization, and activities. Emphasis upon a realistic constructive knowledge of present day parties.

S254. International Relations—(3)

Mr. Beyer

The problems of nationalism, imperialism, war, and peace. The growth of international organizations is emphasized and the whole material is pointed to the future.

S263. Social Pathology—(3)

Mr. Moore

Crime and delinquency, problems of personal maladjustment, the influences of community disorganization, and other problems arising from the impact of mechanization.

S293. Social Science Workshop—(3-6)

**Mr. Larsen, Miss Hinman,
Mr. Sherrard, Mr. Orr**

See page 61 for description of course.

S358. Public Opinion and Propaganda—(3)

Mr. Browne

Basic implications, modern techniques, and current machinery of communication. Control exercised by the folkways, government, business, religion, motion pictures, radio, and education. Special attention is focused on those phases of the material which are related to the work of the school.

S410. Social Control of Business—(3)

Mr. Glasener

The development of government regulation of business with emphasis upon major problems and conflicting philosophies underlying proposals for social control of industry.

S419. Research Problems in Local History—(3)

Miss Waldron

For advanced students who are interested in the intensive study of historical problems which involve the political, cultural, and social development of Illinois.

S436. Makers of American History—(2)

Miss Tasher

The interrelationship between men and events graphically and colorfully presented through the study of biographical materials. Individuals or types to be studied selected by members of the class.

S491 and S492. Seminar and Thesis or Research Project—(2) and (2)

To be arranged

Required of social science majors preparing to teach in the secondary school.

Speech

S110. Fundamentals of Speech—(3)

Mr. Barber, Miss Yates

Speech as a means of social adaptation and control. Speaking projects to develop awareness of acceptable and unacceptable speech habits and to guide in the acquisition of desirable ones.

S111. Voice and Diction—(3)**Mr. Holmes**

Characteristics of acceptable spoken language, the contribution of voice production; nature of the English speech sounds and the phonetic characters used to represent them; knowledge about and the acquisition of effective personal habits of voice and diction.

S122. Oral Interpretation of Literature—(3)**Miss Yates**

The fundamental problems involved in getting meanings from the printed page and interpreting them to an audience by means of vocal and bodily expression. Practice in platform reading of prose and poetry. Prerequisite: Sophomore standing and Speech 110 or 111.

S132. Dramatic Production—(3)**Miss Yates**

Theatre arts from the standpoint of acting and directing. Studies in pantomime and vocal characterizations. Theory of directing with one-act plays directed, acted, and staged by members of the class. Reading of plays suitable for community and school production.

S211. Phonetics—(3)**Mr. Holmes**

The production and representation of English (American) speech sounds with emphasis toward speech re-education.

S212. Speech Re-education—(3)**Miss Eckelmann**

Common deviations in children's speech, the speech sounds, their production, the production of voice, causes of defective speech, and methods of re-education for cases with delayed speech, articulatory, and phonatory defects. Prerequisite: Speech 110.

S213. Advanced Speech Re-education—(3)**Miss Eckelmann**

A study of defective speech arising from pathological conditions, and of stuttering; methods of re-education. Prerequisite: Speech 212.

S214. Speech Clinic—(3-6)**Miss Eckelmann**

Diagnostic tests and methods of speech re-education applied to those enrolled in the Summer Speech Re-education Clinic. Students enrolling in this course should have the permission of the instructor. Prerequisite: Speech 212.

S220. Speech Science—(3)**Mr. Holmes**

The principles of physics involved in the production and reception of the spoken language.

S240. The Teaching of Speech in the Elementary School—(3)**Mr. Barber**

A course to help teachers in the elementary school to a better understanding of the development of speech in children and of the more simple physical, psychological, and social problems of speech which may arise on the elementary school level. Discussion and observation of classroom activities which may be utilized for the exercising and improvement of speech skills. Prerequisite: Speech 110. May be taken concurrently.

S251. Teaching of Speech Reading—(3)

A survey of the methods of teaching speech reading (lip reading) to the hard of hearing; observation of class procedures for the hard of hearing child; development of student's ability in speech reading.

Workshops*

Staff members for workshops are listed by the departments concerned with the descriptions of courses.

S193. Biological Science, Education, English, Music, and Social Science Workshop—(3-6)

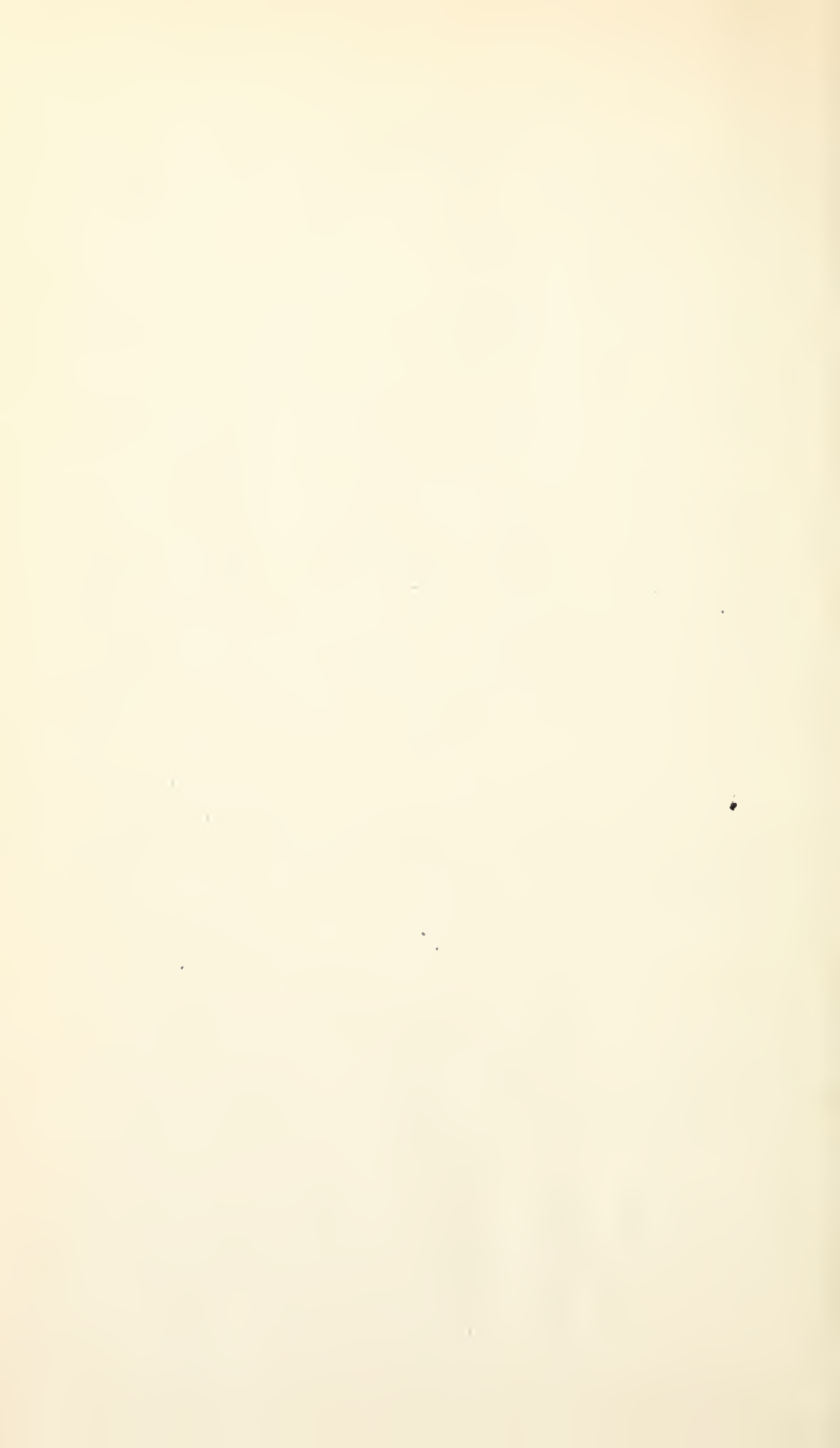
The Biological Science Department offers a workshop in health education designed to meet the needs of teachers and administrators in the correlation of the various resources of school and community into a total health program. The instructional program, individual problems, recent health legislation, and health service procedures are considered. Other departments participating are Education and Psychology, Health Service, Home Economics, and Health and Physical Education. Scholarships or stipends of an amount yet to be determined will be offered to a limited number of applicants. Inquiries should be directed to Dr. E. M. R. Lamkey. Credit applies in the Biological Science Department only. Prerequisite: Teaching experience or Biological Science 238.

The other departments listed offer a combined workshop designed to assist teachers to meet their individual needs. Students will prepare study programs, worksheets, units, reading lists, tests, manuscripts for teachers' or students' use, as well as classroom aids such as maps, charts, graphs, diagrams, models, or pictures. Field trips and experiments will be organized. Rural and town school programs in English, social studies, and music may receive emphasis. Participants will select their own problems. Members with similar interests will work in groups. There will be meetings of the entire group, conferences of smaller groups, and individual conferences of members and instructors. Credit may be applied in any participating department in which the major portion of the work is done. Prerequisite: Teaching experience and possible departmental requirements depending upon the nature of the work to be done.

S293. Biological Science, Education, English, Music, and Social Science Workshop—(3-6)

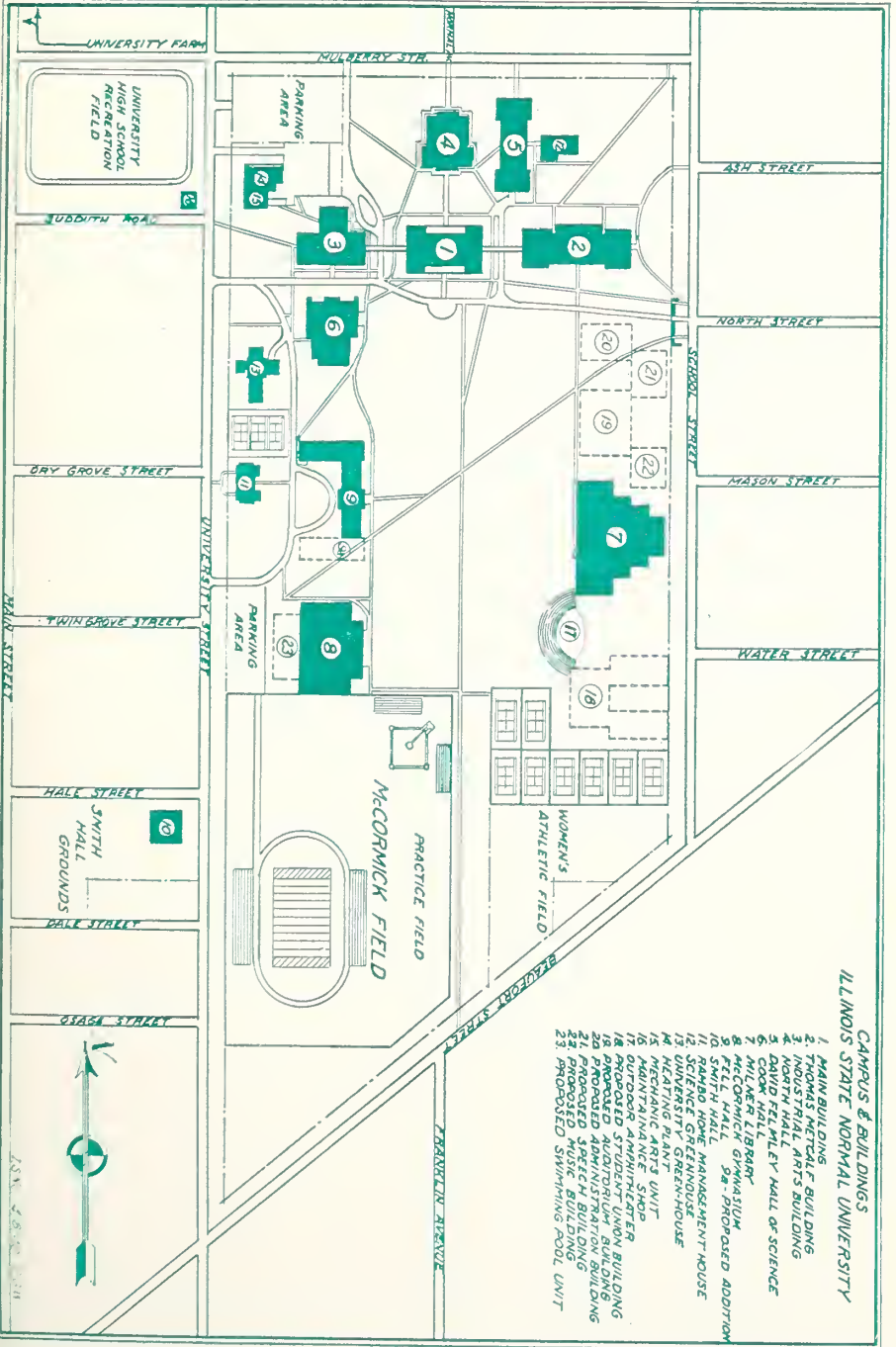
Same as S193 except for senior college students, who will be expected to do a more advanced type of work than those working at the junior college level.

*Six semester hours of workshop credit is the maximum which may be applied toward graduation.



CAMPUS & BUILDINGS ILLINOIS STATE NORMAL UNIVERSITY

1. MAIN BUILDING
2. THOMAS METCALF BUILDING
3. INDUSTRIAL ARTS BUILDING
4. NORTH HALL
5. DAVID KELTLEY HALL OF SCIENCE
6. MILLNER LIBRARY
7. MCCORMICK GYMNASIUM
8. FELL HALL
9. PROPOSED ADDITION
10. RAMBO HALL
11. SCIENCE GREENHOUSE
12. SCIENCE GREENHOUSE
13. UNIVERSITY GREENHOUSE
14. HEATING PLANT UNIT
15. MAINTENANCE SHOP
16. OUTDOOR AMPHITHEATER
17. PROPOSED STUDENT UNION BUILDING
18. PROPOSED AUDITORIUM BUILDING
19. PROPOSED SPEECH BUILDING
20. PROPOSED MUSIC BUILDING
21. PROPOSED SWIMMING POOL UNIT



INTERSESSION

June 8 – June 28

Three weeks Three semester hours credit

A total of 52 courses available from 16 departments.

OF SPECIAL INTEREST TO:

1. Teachers in service desiring to add as much as possible to their educational preparation during the summer.
2. Those accepting positions calling for instruction in some field where additional study is necessary.
3. Regular students desiring to shorten the period of time necessary for graduation.
4. Service men and women who wish to accelerate their college programs.